DOCUMENT RESUME

ED 305 789 EC 212 589

AUTHOR Cluver, Lissa Power; And Others

TITLE Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities. Project VAST. Project Implementation Handbook.

INSTITUTION Virginia State Dept. of Education, Richmond.

SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE 23 May 88

GRANT G008630447

NOTE 176p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Agency Cooperation; Cooperative Planning; Daily Living Skills; *Delivery Systems; *Disabilities; High Schools; Management Information Systems; Models; Program Implementation; State Programs; Statewide Planning; *Transitional Programs; *Vocational Education

IDENTIFIERS *Case Management; Independent Living; *Virginia

ABSTRACT

The goal of Project VAST (Virginia's Approach to Services for Transitioning) is to develop, implement, and evaluate a model at both state and local levels which ensures that students with disabilities who move through Virginia's public school programs and into the community will receive transitional services focusing on career preparation, employment, independence, and successful life adjustment through a formal organized case management system. The Project features: interagency planning for service delivery; establishment of a State Interagency Transition Task Force to develop a transition process that integrates and develops case management processes and procedures among service providers; development of a computerized transition resource information system and a computerized tracking and follow-up system; and involvement of consumers, their parents, employers, and human service professionals. Within each selected locality, Local Interagency Transition Teams (LITT) are developed to implement and administer the project. This implementation handbook provides a rationale for a transitional service delivery system, and procedures for LITT training, participant identification and selection, transition planning, and service implementation. Appendices include descriptions of participating agencies, descriptions of Virginia's major transitional initiatives, a Project VAST training package, project implementation forms, and a glossary of terms. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED305789

VIRGINIA'S APPROACH TO SERVICES FOR TRANSITIONING YOUTH AND YOUNG ADULTS WITH DISABILITIES

PROJECT VAST

PROJECT IMPLEMENTATION HANDBOOK

May 23, 1988

Lissa Power Cluver, Ph.D., Project Administrator
Anthony G. Faina, Project Director
Thomas E. Bass, Project Co-Director
Russell O. Cutchins, Project Co-Director
Raymond C. Graesser, Project Coordinator
Bonita M. Pennino, Transition Resource Specialist

EC 212589

The document presented here was developed pursuant to a grant with the U.S. Department of Education, Office of Special Education and Rehabilitative Services--Project #158DH-70005, Grant #G00-8630447. Grantees undertaking such products under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or Policy.

Copyright (c)1988. All rights reserved.

The authors of this document support the broad use of materials developed with federal and state funds. Permission is granted to reproduce this document provided the project office is notified in writing.

For more information contact:

Project VAST
Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23216-2060

804/225-2899
SCATS: 225-2899
TDD: 1-800-422-1098

TABLE OF CONTENTS

Introduction 1

The Need for a Transitional Service Delivery System 2

Relevance and Importance of the Project Within the Commonwealth of Virginia 4

Project Description 14

The State Interagency Transition Task Force (SITT) 14

The Project Advisory Committee 16

The VAST Resource System 17

The VAST Tracking System 17

The Project VAST Model 19

Local Interagency Transition Teams (LITTs) 19

LITT Member Identification 20

LITT Training 20

Participant Identification and Selection 22

Participant Selection 22

Participant/Parent Recruitment 23

Individual Transition Teams 23

Transition Planning 25

The Written Transition Program 27

Transitional Service Implementation 27

Monitoring/Client Tracking 28

Project Reports 28

Lead Agency Transfer 29

Appendix A: Agency Descriptions 31

Virginia Department of Education 32

Special Education 32
Vocational Education 36
Adult Education 40
Virginia Department of Rehabilitative Services 42
Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services 44
State Council of Higher Education for Virginia 54
Virginia Community College System 59
Governor's Employment and Training Department 68
Job Training Partnership Administration 68
The Virginia Employment Commission 72
Virginia Department for the Visually Handicapped 75
Virginia Department for the Deaf and Hard of Hearing 81
Appendix B: Virginia's Major Transitional Initiatives 86
Appendix C: OSERS Definitions of Postsecondary Services for Federal Reporting Purposes 93
Appendix D: Project VAST training package 96
Appendix E: Project Implementation Forms 131
Appendix F: Glossary of Terms 144
Appendix G: Guidelines for Writing and Reporting About Persons with Disabilities 157
References 159

Introduction

Since the early 1970's significant State and Federal legislative initiatives have been established in an attempt to change the manner in which society views and serves persons with disabilities. Specifically, these changes have been initiated through enactment of P.L. 94-142, the Education of All Handicapped Children Act of 1975; P.L. 93-112, the Rehabilitation Act of 1973; and P.L. 98-524, the Carl D. Perkins Vocational Education Act of 1984. These Acts, together with supplemental state legislation, ensure the provision of interagency approaches to foster: (a) successful participation of youth and young adults with disabilities in educational and vocational training programs and (b) provision of employment services to assist individuals with disabilities in acquiring employment, attaining independence and gaining access to the community.

Public Law 98-199, the Education of the Handicapped Act Amendments of 1983, Section 626 entitled, "Secondary Education and Transitional Services for Handicapped Youth" authorized the funding of grants to state education and other appropriate agencies to:

1. Strengthen and coordinate education, training, and related services for handicapped youth to assist in the transitional process to postsecondary education, vocational training, competitive employment, continuing education, or adult services; and
2. Stimulate the improvement and development of programs for secondary education." (Public Law 98-199 - Dec. 2, 1983).

Public Law 98-199, Section 626, defines projects for the development of transitional services for youth with disabilities to include demonstration models, demographic studies, program evaluation, specially designed vocational programs, research and development, and the initiation of cooperative models between educational agencies and adult service agencies.

Since the passage of P.L. 98-199 in 1983, a strong initiative has been developed across the Nation and in Virginia, including models focusing on specified disability groups, degrees of severity of disability, and specific service delivery plans. Many of these programs have focused on cooperation between secondary special and vocational education and vocational rehabilitative service agencies.

The Need for a Transitional Service Delivery System

Despite the increased emphasis on vocational training and transitional services, the majority of youth with disabilities continue to pass through their formative years without developing vocational, independent living and social interaction skills. Unfortunately these skills are essential to prepare them for a successful transition from school to the community and the work place. Young adults with disabilities face futures filled with uncertainty when they leave the nation's public schools.

A survey of 1,000 Americans with disabilities conducted for the President's Committee on Employment of the Handicapped by Harris and Associates (1986) indicated that less than 25% of all working-aged individuals with disabilities in the U.S. are employed full-time and an additional 10% are employed part-time. The majority of those individuals, with disabilities who work, it was noted, are underemployed or working at or below minimum wage. Twenty percent of all adults with disabilities have attended college as compared to 33% of adults without disabilities.

These estimates are supported by two follow-up studies of youth and young adults with disabilities who had either completed or left the public schools in the states of Vermont and Colorado. In the Vermont study 55% of the 301 individuals with mild disabilities who composed the interviewed sample were employed, but only 37% of these individuals were employed in full-time jobs (Hasazi, Gordon, and Roe, 1985). Similar results were reported in the Colorado follow-up study with 69% of the 234 respondents with disabilities reporting that they worked but only 32% reporting that they worked in full-time jobs (Mithaug, Horiuchi, and Fanning, 1985). In both studies, significant numbers of the employed group were in seasonal, part-time or intermittent jobs earning marginal wages with most individuals earning below minimum wage.

A statistical portrait emerges in both these studies that depicts a high rate of unemployment and underemployment. Those individuals with disabilities who do find work are involved in the secondary or marginal work force where wages, job status, job security, and benefits are traditionally low. In both studies, 64% of the respondents lived at home with their parents--further suggesting a pattern of financial instability and family dependence.

Additional issues related to the frequency of agency contact after exit from secondary education emerged in both studies. In the Colorado Study, 63% of the respondents indicated that they had never used the services of the vocational rehabilitation program and in the Vermont Study, 89% of the interviewed sample reported no use of vocational rehabilitation services. Instead of receiving assistance in job search or job placement activities from the schools or other agencies such as vocational rehabilitation, students in both studies indicated that they found their jobs through their personal network (self, family, friends, and teachers). With 250,000 to 300,000 students with disabilities leaving the nation's public schools annually, it is not surprising, based on these findings, that vocational rehabilitation reported that it successfully closes only about 50,000 cases per year for individuals under 20 years of age (Tindall, Gugerty, and Dougherty, 1983). The results of these follow-up studies support the need for public schools, vocational rehabilitation agencies and other adult service providers to engage in systematic transition planning for students with disabilities before they leave the public schools.

Many facilities and services are available to young adults with disabilities but few are ever accessed due to a lack of knowledge and a lack of communication between school personnel and adult service providers. Programs vary, eligibility criteria vary, providers of service vary--all of which contributes to a system which realizes its potential only by chance. In an attempt to address these problems the federal government has undertaken new initiatives in this field through the passage of Public Law 98-199 and the articulation of public policy related to the expenditures of these funds (Will, 1984).

Relevance and Importance of the Project Within the Commonwealth of Virginia

Virginia has had major transitional service initiatives develop since the passage of P.L. 98-199. Major initiatives include, but are not limited to the following:

1. IACC: The Interagency Coordinating Council on the Delivery of Related Services to Handicapped Children--Ages Birth Through Twenty One

2. The State System of Supportive Employment
3. RRTC: The Rehabilitation Research & Training Center at Virginia Commonwealth University has administered two transitional service grants. Project TIE: Transition into Employment; and EEP: The Education to Employment Project.
4. Project PERT: The Postsecondary Education/Rehabilitation Transition for the Mildly Mentally Retarded and the Learning Disabled
5. VITAL: Virginia's Integrated Transition Approach Through Leadership
6. Project PLACEMENT: Partnerships Linking Agencies Concerned with Employment and Maximizing Employment Networks in Transitioning Youth and Young Adults with Disabilities

Virginia has taken a leadership role within the Nation in the development of transitional services as a result of these initiatives. (For further descriptions of these initiatives see Appendix B).

An analysis of the education, training and employment data for Virginia indicated that the Commonwealth is faced with problems similar to those of the nation as a whole.

In Virginia during the 1986-87 school year there were 101,977 students (Virginia Department of Education, 1987) receiving special education, of which 22,833 were 15 years of age or older. In a report submitted by the Virginia Department of Education (1988) to the U. S. Department of Education and Rehabilitative Services (OSERS) 4,625 students aged 16-21 years and previously enrolled in special education programs were reported exiting the educational system during the 1986-87 school year (Table 1). Educators subjectively estimated that the anticipated total postsecondary services needed by all special education students exiting secondary education numbered 8,500. An estimated total of 7,851 of these services are typically considered transitional services (i.e., services assisting youths with disabilities to access employment, independence and community participation). The information provided in Table 2 illustrates the complex array of transitional services needed for youth with disabilities to progress into productive adult life. These figures may be invalid due to the subjective nature of the reporting, but they do represent the types of transitional services needed. (For definitions of the services surveyed by OSERS see Appendix C)

Table 1

Handicapped Children and Youth, Aged 16-21, Exiting Virginia's Public Schools During the Year 1986-1987

Disability	Number Exited in 1986-87 School Year
Mentally Retarded	1,320
Hard of Hearing	40
Deaf	40
Speech/Language Impaired	105
Visually Handicapped	37
Seriously Emotionally Disturbed	527
Orthopedically Impaired	28
Other Health Impaired	19
Specific Learning Disabilities	2,474
Multihandicapped	35
Total	4,625

Table 2

Anticipated Services Needed by Handicapped Children and Youth, Aged 16 - 21 Years and Exiting the Educational System in Virginia During the School Year 1986-1987

Anticipated Services	Estimated Total Services Needed
Counseling and Guidance	1,260
Evaluation of VR Potential	1,145
Physical and Mental Restoration	195
Vocational Training Services	1,531
Transitional Employment Services	760
Placement in Suitable Employment	1,335
Post-Employment Services	547
Transportation	370
Independent Living Services	357
Residential Services	83
Interpreter Services	39
Reader Services	57
Technological Aids	117
Other Services	55
Total	7,851

Note: These anticipated services were subjectively estimated by public school personnel.

Status Study of Transitional Services for Disabled Youth in Virginia

In 1987 the VITAL team and the IACC commissioned an exploratory study (Poole, Cook & deFur, 1987) of transitional services in Virginia. Forty-four key opinion leaders from 15 state agencies were interviewed regarding the scope of transitional services, transitional service needs, and service delivery and implementation. The key findings from the "Status Study of Transitional Services for Disabled Youth in Virginia" are as follows:

1. Transitional services are available, in some form, to all disability groups. The number and range of services appear to be greater however, for disabled youth categorized as emotionally disturbed, mild and moderately retarded, or mild and moderately learning disabled. This is largely because of the large numbers of youth in these categories that exit school every year. Nevertheless, proportionately fewer services appear to be available to other groups, especially youth with severe handicaps.
2. An alarming number of handicapped drop-outs and adjudicated youth leave school every year in need of transitional services, but probably few receive them. These students "disappear" and "fall through the cracks" of the service delivery system, because there is no mechanism in place to follow up and to link them with service providers after they leave school.
3. Disabled youth in rural areas apparently have a smaller array of transitional services available and greater difficulty getting access to them than their counterparts located in metropolitan areas.

4. The age at which transitional services start and finish for disabled youth varies from one locality to the next as well as between human service agencies. Though appropriate and necessary in some instances, such variation may interfere with efforts to develop a comprehensive transitional service plan for each disabled youth and to coordinate services in a timely manner.
5. Vocational/employment services such as vocational training, job placement, and supported work were identified most frequently as "important" services, but also among those services as "inadequate." Also viewed as important but inadequate direct services are coordination and case management services, and services that help a disabled person live as independently as possible in the community (e.g., transportation, mobility training, housing, daily living skills training, attendant care, recreation, and leisure skills training).
6. Although more resources (financial and staff) and better coordination are needed to improve the quality and delivery of transitional services in Virginia, many other factors should not be overlooked that also seem to determine the success of services. Such factors include, but are not limited to, community awareness of transitional issues, knowledge of available services, attitudes toward the disabled and their abilities, professional knowledge and expertise, and commitment to the provision of transitional services.
7. Cooperative agreements and establishment of a lead agency in the provision of transitional services are two mechanisms that seem to

improve the coordination and delivery of transitional services in Virginia. Yet both are used only sporadically and inconsistently across the state, in part because of funding constraints, bureaucratic inflexibility, "turf" protection, insufficient resources, and levels of commitment of professionals involved in transition planning and in service delivery.

8. Local education agencies appear to be the most appropriate agencies to assume lead responsibility for referring disabled youth to, and initially connecting them with, providers of transitional services. Similarly, the Department of Rehabilitative Services is probably in the best strategic position to assume leadership in coordinating the development of the long-range transitional plan and for making sure that each disabled youth receives a continuum of services, as needed, after leaving school.

9. Exemplary programs such as Project PERT, Project VAST, and Project STEER share common characteristics that point the way to reducing barriers to service delivery in Virginia. Especially important are commitment from leaders and staff, close interaction and rapport between persons and agencies involved in the planning and delivery of services, establishment of an interagency system of coordination, and development of a mechanism for sharing client information and professional expertise between agencies. (p. iv)

Survey to Identify Vocational Education Programs and Services for Handicapped Students in the Public Schools of Virginia

A survey was conducted in 1987 by the State Special Education Advisory

Committee (SSEAC) and the Virginia Council on Vocational Education (VCVE) titled, "Survey to Identify Vocational Education Programs and Services for Handicapped Students in the Public Schools of Virginia." The survey was designed to provide information about vocational program and service provision and unmet vocational preparation needs of students with disabilities. It was sent to school division superintendents, special education supervisors, vocational education administrators, and local special education and vocational education advisory groups. Seventy-six percent (106) of Virginia's school districts responded.

Nearly every school division reporting indicated that students with disabilities were receiving career development, vocational training and vocational assessment. Most school divisions reported that they utilized cooperative services from vocational rehabilitation. Four-out-of-five students with disabilities were enrolled with nondisabled students. Unmet needs were described as work related transportation services, supported work services, job maintenance and work adjustment. The lack of transitional services to assist students with disabilities to find employment was cited as one barrier to employment. The SSEAC and VCVE made the following recommendations to the Virginia Board of Education:

1. Establish joint in-service training programs for special and vocational education teachers, supervisors, and administrators to develop mutual understanding about students, programs, and services to expand participation of the handicapped in vocational education and enhance the quality of services provided.
2. Identify funds for truly innovative programs and projects to serve unmet vocational needs of handicapped students.

3. Develop and provide support for a plan to expand transitional services for handicapped students from school to work. (p. 7)

Project Description

Transitioning youth with disabilities from school to adult life requires that relevant community services be combined to address individual needs in planning, case management, service provision and follow-up. Students with disabilities in Virginia frequently exit the educational system without developing the skills necessary to pursue postsecondary training and education, acquire employment, attain independence or access community adult services. In many instances young adults with disabilities are denied full advantage of postsecondary services due to the lack of a formal and organized case management system at either the state or local level.

Project VAST is designed to provide a process wherein education, rehabilitation and other adult service agencies cooperatively coordinate transitional planning and services for youth and young adults with disabilities and that these agencies collectively evaluate the effectiveness of this statewide service delivery system.

The goal of Project VAST is to develop, implement and evaluate a model at both state and local levels which ensures that students with disabilities who move through Virginia's public school programs and into the community will receive transitional services focusing on career preparation, employment, independence and successful life adjustment through a formal organized case management system.

The innovative features of the project focus on:

1. Interagency planning for service delivery related to transition services among nine agencies at state and local levels:

- The Divisions of Special Education, Vocational and Adult Education within the Virginia Department of Education

- The Virginia Department of Rehabilitative Services
- The Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services
- The Virginia Community College System
- The State Council of Higher Education for Virginia
- The Governor's Employment and Training Department (which administers the Job Training Partnership Act)
- The Virginia Department for the Visually Handicapped
- The Virginia Department for the Deaf and Hard of Hearing
- The Virginia Employment Commission

2. The establishment of a State Interagency Transition Task Force (SITT) composed of state and local agency representatives. The purpose of the SITT is to develop a transition process that integrates and develops case management processes and procedures among service providers.
3. The implementation and evaluation of the transition planning process and service delivery procedures developed by the SITT at the local level in twelve pilot sites
4. The provision of transition planning and services using the coordinated interagency procedures developed by the SITT for up to 300 youth and young adults representing all categories of disabilities
5. The development of a computerized transition resource information system for the state which identifies services to meet the transition needs of students with disabilities
6. The development of a computerized tracking and follow-up system

which will assist state agencies to track individuals with disabilities through the state's service delivery system and provide follow-up information

7. The involvement of consumers and their parents, employers and human service professionals in the development and implementation of a formal transition planning process
8. The commitment by all cooperating agencies to the development and implementation of formal interagency agreements which define agency roles, service delivery components, and funding responsibilities related to transition planning and case management services

The State Interagency Transition Task Force (SITT)

The SITT includes state and local representatives from each of the agencies participating in the project. The mission of the SITT is to establish ways for youth with disabilities to move from school to independent and productive adult lives. The primary responsibilities of the task force are as follows:

1. Develop interagency transition planning and case management procedures
2. Develop and refine the transition case management handbook
3. Monitor local implementation activities
4. Facilitate formal statewide interagency agreements relative to the transition process

The Project Advisory Committee

The project advisory committee is composed of members from subcommittees of the Virginia Board for Rights of the Disabled, employers, representatives of human service agencies, individuals with disabilities and leaders of advocacy organizations.

Three times each year the Committee examines issues related to Project VAST. The Advisory Committee is involved in all aspects of the project including:

1. Reviewing the interagency transition procedures developed by the SITT
2. Reviewing project products such as the project handbook, training package, participant tracking system and resource information system
3. Making recommendations related to the effectiveness of the interagency transition procedures and transition information system to the project staff, members of the SITT and state agency administrators

The VAST Resource System

The VAST Resource System, developed at both state and demonstration site levels, identifies resources relative to transitioning, agency eligibility requirements, costs of services and availability of financial aid. The software system is designed for use on MS-DOS microcomputer systems, by special educators, guidance personnel, rehabilitation personnel, consumers and parents.

The VAST Tracking System

The VAST Tracking System is an interagency client tracking software system which assists direct service providers to communicate about mutual clients using microcomputers and telecommunications. Project VAST is developing the system to demonstrate its usefulness and to collect project evaluation information. The software system runs on MS-DOS microcomputers. The VAST Tracking system performs the following:

1. Provides background information on participants
2. Records transition programs, including agency service commitments
3. Tracks individuals' outcomes
4. Records interagency case management procedures
5. Tracks service provision and costs of services

Local Interagency Transition Teams (LITTs)

Within each of the localities selected for project participation, teams are developed which serve to implement and administer the project locally. The LITT serves as a local interagency council charged with developing and supervising interagency transitional service procedures at the local level. Each LITT is comprised of representatives of the agencies participating in the project and project staff members. All local teams are provided in-service training on interagency cooperation, team building, transitional service concepts and the specific procedures of Project VAST. A formal assessment of young adult transition needs, agencies' resources and barriers to effective case management is conducted in each LITT.

Each LITT has a chairperson, usually an education representative. The LITT chair arranges meetings and files reports with the project office. The LITT meets at least twice a year to discuss ways to improve interagency coordination of services, and special participant cases.

The LITT monitors and evaluates participants' progress within the demonstration site to ensure that the full range of services is provided to meet the needs of the participants. The LITT structure ensures that postsecondary planning is a consideration during secondary school programs.

The LITT is responsible for:

1. Participant selection
2. Reviewing information on new participants
3. Candidate and parent orientation
4. Client tracking
5. Service coordination and implementation

6. Monitoring the progress of participants
7. Reporting and sharing information about the progress of participants within the LITT and with the project office
8. Follow-up of project participants
9. Identification of problems and best practices in interagency transitional service provision.

LITT Member Identification

The agencies participating in Project VAST appoint at least one representative in each demonstration site to serve as a LITT member. Each agency representative is provided with information on the purpose of the project, their responsibilities as a team member, the number of participants to be served, and the expected duration of their involvement with the project. LITT representatives are expected to have the expertise and availability of time to participate in the project and the authority to commit their agencies' services and resources.

LITT Training

Project VAST is responsible for coordinating and providing all LITT training. A training package is developed, utilized and revised as needed to provide consistent, quality training to all LITT members. The State Interagency Transition Task Force (SITT) and the Project VAST Advisory Committee are responsible for reviewing the training package and advising project staff on modifications in the training material. LITT members are trained in local or regional workshops that are sponsored with project funds. At least one local level representative from each agency is trained in the Project VAST model.

A minimum of one representative from the local special education advisory board, who is also a parent of a child with a disability, is requested to participate in the project workshops. The inclusion of parents in the project training helps to ensure their involvement in the development of the Project VAST model and builds parent-professional relationships. Direct service personnel that may be involved with the project are invited to attend the in-service training. The Project VAST staff notifies LITT members of the training event, schedule and location.

Project VAST training includes the following components:

1. Team building activities and strategies for interagency coordination
2. Presentations on each local participating agency's mission, services, resources, and procedures
3. Assessments of local resources related to interagency transitioning
4. A presentation on the need for transitional services
5. Presentations on the interagency transitional procedures developed by the SITT.
6. Presentations on the VAST Tracking System and the VAST Transition Resource System.
7. Development of initial agreements regarding the provision of agency services, including assessment services.
8. Development of the monitoring process and the reporting format to be used by the LITT
9. The use of case studies and role playing to explore the interagency processes of transition planning and service

implementation.

10. Forward planning of schedules for participant selection, orientation meetings and semiannual LITT meetings.

Participant Identification and Selection

The special education representative on each LITT is responsible for compiling basic information on 20 candidates for project participation according to the following criteria:

1. Participants are one to three years from high school completion.
2. Ages range from 15 to 21 years of age.
3. Functioning abilities are representative of all levels of severity of disability.
4. At least one drop-out is included.
5. Priority is given to candidates who are not presently served by other transition projects or programs.
6. Includes at least one student with a disability who is not enrolled in special education programs.
7. Equal representation from all disability groups (i.e. mental retardation, hearing impairments, speech impairments, visual impairments, emotional disabilities, orthopedic impairments, specific learning disabilities, multiple disabilities, and deaf-blindness) and other health impaired
8. Equal representation according to sex, race and socioeconomic background
9. At least one candidate will be selected for utilization of each participating agencies services.

Participant Selection

The special education director is responsible for submitting the basic information about the candidates to the LITT. The LITT reviews the candidates that have been identified for the project and selects 15 participants and five ranked alternates (following the identification guidelines) to enroll in the project each year.

The LITT, when identifying participants for the project is usually composed of at least the following members:

1. Special education representatives
2. Vocational education representatives
3. The Department of Rehabilitative Services representative
4. The Project VAST transition resource specialist or project coordinator

Participant/Parent Recruitment

The candidates for Project VAST are notified of their selection through a letter sent to their parent(s) or legal guardians(s) from the local school division. The letter contains information about Project VAST, the possible benefits the participants can receive and the importance of parent/guardian involvement. When candidates and their parents choose not to participate in the project, the alternates are then notified in the same manner. Once a candidate and his/her parent(s) or guardian(s) agree to participate in the project, they are requested to sign a parental consent and release of information form that allows school records to be shared with the agencies that may provide services to the youth.

Individual Transition Teams

An individual transition team is designed to meet the unique transition needs of a youth with a disability. Each transition team is composed of the youth, the youth's parent(s) or guardian(s), and those human service professionals who can provide planning or commit services to assist the youth in the transition process. Each transition team is designed by the LITT. Transition teams are usually composed of direct service personnel such as rehabilitation counselors, special education teachers or department chairs, vocational education teachers, community service board (CSB) case managers, vision instructors, community college special services counselors, and Virginia Employment Commission (VEC) job interviewers.

The transition team is an advisory body and cannot mandate that any member of the team provide a particular resource or service, however, each member comes to the team with a commitment to provide transitional planning and agency resources to the individual. Members of the transition team may commit resources on behalf of their agency, and parents may commit their personal resources and support.

A transition team is prescriptive and developmental in its composition. It includes those professionals whose agencies can provide the resources to meet the transitional needs of the individual. The membership on the transition team changes as agencies who can serve the individual are added or replaced on the team. There are as many different transition teams in a locality as there are participants in the project.

Virginia Employment Commission (VEC) representatives participate on transition teams when a vocational objective is being established for the individual and within six months of anticipated job placement. Virginia participant's achievement and maintenance of established goals. Timeframes and agency responsibilities for follow-up services are planned. The transition team also projects the anticipated closure of its service to the participant.

The Written Transition Program

A transition program is developed by the transition team for each participant. The team chair has the responsibility of writing the transition program and insuring that all team members receive a copy. The transition program is prescriptive and is designed to meet the unique transitional needs of each individual served through the project. It includes employment, independence and community participation goals and objectives based on the developmental needs of the individual. Transition programs are written so that each objective has an estimated date for completion. The transition program includes the names of the professionals on the transition team and identifies the team chair. The transition program identifies the agency that is responsible for providing each service or resource and the source of funds. When a duplication of services exists among the agencies, the transition team negotiates which agency is responsible for providing and paying for the service. Every effort is made at the local level to share the provision of services and resources.

The transition program is reviewed (with possible revisions) at least once a year and integrated into other agency plans when appropriate (ie: IEP, IWRP).

Transitional Service Implementation

The transition team chair monitors participant's progress to ensure that the services outlined in the transition program are received. Each transition team member serves as an informal advocate for the participant. The agencies represented on the transition team are responsible for providing the services and resources agreed upon in the transition program. Each Project VAST participant is involved in the development of the transition program and is expected to follow through with the program as agreed upon. The individual has the right to discontinue participation in Project VAST but the transition team has the responsibility, to a reasonable extent, to encourage and assist the project participant in achieving his/her goals.

Monitoring/Client Tracking

Monitoring is conducted semiannually to determine if the individual is progressing according to the objectives outlined in the transition program and to determine if each agency is providing the services and resources that it has agreed to. A review is conducted at least once a year to determine if the transition program continues to be appropriate.

Project Reports

The LITT is responsible for collecting and submitting reports to the Project VAST staff using The VAST Tracking System. Each LITT submits standardized reports to the Project VAST office twice a year. Each locality (project demonstration site) determines what additional information it will collect and the methods for collection. The Project VAST staff compiles the information, analyzes it and sends the aggregate results to all LITT and SITT members.

The VAST Tracking system identifies individual participants' progress toward their goals, achievements and what transition related needs are not being met. The tracking system includes agency services to be delivered, types of services rendered, the duration of services, costs of services, payments for the services, and any new services that are created as a result of the transition team process.

Lead Agency Transfer

The transfer of lead agency responsibility is planned for at least six months prior to a participating youth completing or leaving a school program. The actual date for the transfer of lead agency responsibility is determined by the transition team. The transition team determines when the services of secondary school members will no longer be needed and when those members will exit the team. LITT members continue to receive client tracking information, regarding the participants they have served, for the duration of Project VAST. The feedback received from the VAST Tracking system serves as a mechanism to aid development of best practices in transitional services.

Problem Solving/Mediation Procedures

All problems that arise in demonstration sites regarding the project are first negotiated at the direct service level. Problem solving and negotiation initially occur in the LITT and members of the LITT may use the assistance of the project staff if necessary. Problems that cannot be solved at the direct service level are referred to the local supervisors or managers of the agencies involved in the problem. Again, Project VAST staff may provide assistance in the problem-solving process. Situations that cannot be resolved at the local level are referred via the project staff to the SITT. The SITT is responsible for final resolution of the problem and SITT members may include state agency administrators in the process.

APPENDIX A

Agency Descriptions

Agency Descriptions

The Virginia Department of Education

Mission

Under the authority of the Constitution and laws of Virginia and regulations of the Board of Education, the Department of Education shall provide leadership and supervision in the administration of a system of quality education appropriate to the needs of individual students.

Special Education

Mission

The Department of Special Education provides a free and appropriate public education to the children and youth of Virginia for ages 2 through 21 who have intellectual, emotional or physical problems.

Eligibility

Article VIII, Section 1, of the Virginia Constitution delineates the General Assembly's responsibility for education as follows: "...shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth..." Chapter 13, Article 2, Section 22.1-214 of the Code of Virginia states: "The Board of Education shall prepare and supervise the implementation by each school division of a program of special education designed to educate and train handicapped children..." Section 22.1-7 of the Code of Virginia addresses the educational responsibility for children and youth in residence or in custody of state agencies. "Each state board, agency, and institution having children in residence or in custody shall provide education and training to such children which is at least comparable to that which would be provided to such children in the public school system." Further, the Code of Virginia provides that all handicapped persons from ages two to twenty-one, inclusive, residing in the Commonwealth of Virginia are identified, evaluated, and have available a free and appropriate public education. The provisions set forth in these regulations apply to all public and private schools and agencies in the Commonwealth which provide special education and related services to handicapped children and youth.

A handicapped child is a child who has an intellectual, emotional or physical problem and who requires special education and related services. Handicapping conditions are specified in state and federal regulations as follows:

1. Preschool handicapped
2. Hard of hearing
3. Deaf; deaf-blind
4. Speech or language impaired
5. Mentally retarded
6. Multi-handicapped
7. Orthopedically impaired
8. Specific learning disabled
9. Visually handicapped
10. Other health impaired
11. Seriously emotionally disturbed
12. Autistic
13. Severely and profoundly handicapped

Services

The law requires that a free appropriate public education be provided for all identified handicapped children and youth in Virginia, ages 2 - 21 inclusive. A free appropriate public education means free special education and those related services required to meet the individual educational needs of a handicapped child.

The Department of Education directs and supervises the development and implementation of education and related services for handicapped students in the Commonwealth by directly or indirectly providing the following services:

1. Disbursing all state and federal funds appropriated to the Department of Education to support the provision of educational and related services for handicapped children and youth
2. Identifying all handicapped children and youth from birth to age 21 who need special education and related services
3. Informing the community of the rights of handicapped persons (2 through 21, inclusive) to a free appropriate public education
4. Informing the community that special education and related services are available, whether locally or in another appropriate setting
5. Establishing screening procedures for receiving and reviewing referrals for children and youth who may be handicapped
6. Evaluating all children suspected of having handicapping condition(s) who are in need of special education and related services
7. Informing parents, in language they can understand, and obtain written consent for a child who is evaluated
8. Conducting evaluations in the following four areas before handicapped condition is determined and/or appropriate educational placement is considered: medical, educational, sociocultural, and psychological
9. Ensuring that evaluations are conducted by trained and qualified professionals
10. Providing information to parents of suspected or identified handicapped children regarding their rights

11. Developing an Individualized Education Plan (IEP) which identifies special education and related services appropriate to a child's needs

12. Providing full range of educational and related services designed to meet each handicapped child's needs at no cost to the parent (see list of related services below)

13. Providing or paying for transportation

14. Providing non-academic services and extracurricular activities with non-handicapped students to the greatest extent possible

15. Educating the handicapped child, as much as possible, with students who are not handicapped

16. Establishing and implementing procedural safeguards required by law and regulations

Related Services are defined in Virginia and federal regulations as transportation and developmental, corrective and other supportive services which are necessary to help a handicapped child benefit from special education. Some examples of related services are:

1. Psychological services
2. Counseling
3. School social work services
4. Physical or occupational therapy
5. Parent counseling
6. Other programs determined necessary for a handicapped child to benefit from special education including:
    a. Vocational assessment
    b. Work experience/work co-op programs
    c. Prevocational education
    d. Work adjustment
    e. Supported employment

Vocational Education

Mission

The mission of the State Board of Vocational Education is to ensure that the vocational education needs of all youth and adults in Virginia are consistent with the needs of the workplace.

Goals

Consistent with the needs of the workplace and with individual aptitudes, interests, and educational needs youth and adults in Virginia will:

1. Develop an awareness of employment or self-employment opportunities and requirements for making career choices and for determining their educational programs
2. Acquire the competencies needed for employment or self-employment in occupations of their choice and for which there are employment opportunities
3. Acquire the competencies needed for consumer use of goods and services for home and family living and for personal needs
4. Develop competencies needed for a successful transition from school to work with emphasis on leadership skills, the American private enterprise system, responsible citizenship and personal employability skills
5. Benefit from programs improved and updated through a comprehensive, coordinated vocational education delivery system

6. Benefit from programs which are developed through collaborative efforts with business, industry and government and which effectively use public and private resources.

Eligibility

Vocational education is made available to all students wishing to enroll in vocational education classes.

Special Programs Eligibility

The term handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who because of their handicapping condition:

1. Cannot succeed in the regular vocational education program without special assistance
2. Require a modified vocational education program

In Virginia, handicapped students are identified through special education. When a handicapped student is enrolled in vocational education, joint planning between vocational education and special education must take place.

Services

Vocational education programs may include:

1. Agricultural Education
2. Business Education

3. Health Occupations Education

4. Home Economics Education

5. Technology Education

6. Trade and Industrial Education

7. Special Programs

Instructional programs in vocational education which do not fit into the category of regular offerings are referred to as "special programs." These programs are designed specifically to meet the needs of students who for a variety of reasons cannot succeed in a regular vocational program without special services and assistance. Special vocational programs offer students with disabilities opportunities to meet realistic goals. Where other aspects of education may only reinforce the negative through repeated failures, the primary purpose of vocational special programs is to help develop the skills, knowledge, and attitudes that special needs students require to make them employable and/or capable of seeking further education and training.

Each vocational special program shall contribute to preparation for optimum employment of each student. This includes development of objectives for students based on their interests, abilities, achievement level, intelligence, aptitudes and special needs. The same quality and variety of course offerings, instruction, and employment made available to regular students must be made accessible to students enrolled in special vocational programs. These students shall have every opportunity to develop to their full educational and/or employment potential.

Note: To determine if a special education student should be enrolled in a regular vocational education class (mainstream) vs. special program, planning needs to take place within the Individual Education Program (IEP) planning process. Those involved in the IEP planning process for vocational education should include regular IEP members and a representative of the vocational education department in the local school system.

Adult Education

Mission

The purpose of adult education is to provide for the educational needs of the undereducated adults in Virginia and to expand the services of the public school system and personnel to the entire community. Adult education provides programs that will enable adults to continue their education to at least the level of completion of secondary school, thus making available the means to secure training which will enable them to become more employable, productive, and responsible citizens.

Eligibility

To be eligible for adult education programs, the following criteria are required:

1. Thirty day residency in Virginia
2. Minimum age of 17, lacking completion of the 8th grade and functioning below the 12th grade level, or 16 year old out-of-school youth

Services

Adult education programs include the following:

1. The General Education Development (GED) instructional program is designed for persons who for varied reasons, did not complete requirements for high school graduation. The program provides an opportunity for recognition of educational development for those individuals since they withdrew from school.
2. Adult Basic Education (ABE) is a special program geared to meet the needs of adults who have less than a ninth grade education, who have trouble holding or finding a job because of limited education, or who

want to improve their basic skills of reading, writing, English, arithmetic and history.

3. The Adult High School Diploma Program is for adults who want to earn their high school diploma.

4. The English as a Second Language (ESL) instructional program teaches English to non-English speaking adults.

5. The Americanization Instructional Program teaches students the information necessary to obtain American citizenship.

6. General Education Development (GED) testing is a battery of five comprehensive examinations in writing skills, social studies, natural sciences, reading and mathematics. The tests measure the major generalizations, ideas and intellectual skills that are acquired during four years of high school. Approximately seven hours are required to complete the battery of five tests.

7. Related instruction is provided to individuals enrolled in the apprenticeship program which is sponsored by the Department of Labor and Industry. Participants receive both practical hands-on experience and related technical classroom instruction. While learning, students are paid a salary.

8. Adult literacy activities include GED on television, cooperative education programs, in plant education programs, support for literacy councils, Adult Basic Education, Project Literacy United States (PLUS), staff development for Adult Basic Education teachers and adult resource centers.

Intake Process

Contact the local school district administrative office and request a listing of the adult education classes being offered by the local schools.

The Virginia Department of Rehabilitative Services

Mission

The Virginia Department of Rehabilitative Services is the agency of Virginia state government that offers assistance to persons with physical, mental and emotional disabilities in order that they may become self-supporting and as independent as possible. Through the provision of comprehensive vocational rehabilitative services, persons with disabilities are appropriately prepared for suitable jobs and placed in gainful employment.

Eligibility

For a person to be declared eligible for services, the Department of Rehabilitative Services must determine that a physical or mental disability does exist, that a vocational handicap has resulted due to the disability and there is a reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employment.

General Services

The Department of Rehabilitative Services (DRS) provides a comprehensive program of vocational rehabilitative services tailored to the individual needs of every disabled person it serves. The service delivery program is designed primarily around employment objectives but includes assistance in all related rehabilitative areas, such as housing, transportation and environmental accessibility.

Depending on individual needs, one or more of the following general services is available in the rehabilitative process:

1. A physical and/or psychological examination to determine the extent of disability and the chances for improvement
2. A vocational evaluation to identify skills, abilities, appropriate occupation and services necessary to reach his or her maximum potential
3. Guidance and counseling to assist an individual in achieving reasonable expectations
4. Physical and mental restoration services - such as medical, surgical and hospital care to reduce a person's disability*
5. Vocational training to provide the knowledge and skills necessary for appropriate employment, as well as work adjustment training*
6. Maintenance and transportation while a disabled person is undergoing training*
7. Interpreter and note-taking services for the deaf
8. Telecommunications, sensory and other technological aids and devices*
9. Occupational licenses, tools, equipment, stocks and supplies*
10. Supported employment services to assist in job placement, job site training and follow-through
11. Other goods and services necessary toward obtaining employment
12. Job placement services to assist an individual in securing suitable employment
13. Job follow-up services to assure that predetermined objectives have been satisfactorily achieved

*NOTE: Once it has been determined that persons may begin the rehabilitation process, they may be asked to share the cost of the services.

Specialized Programs and Services

In addition to the general services previously listed, recipients may benefit from those listed below.

1. Virginia Spinal Cord Injury System: This comprehensive program is available to all Virginians with traumatic spinal cord injuries and is designed to begin immediately after an injury occurs (but not limited to this timeframe) and extends through the completion of the rehabilitative process. Services provided include medical and psychological treatment, occupational and physical therapy, patient and family education, individual and group counseling, vocational evaluation and training and work adjustment training. Also provided are drivers training, equipment evaluation,academic education and recreational programs. The Virginia Spinal Cord Injury System, located at Woodrow Wilson Rehabilitation Center in Fishersville, is a cooperative effort of DRS, the University of Virginia Medical Center (Charlottesville), the Medical College of Virginia (Richmond) and the Eastern Virginia Medical Authority/Norfolk General Hospital.

2. Services for the Deaf and Hearing Impaired: For Virginians who are deaf or have hearing disabilities, provides specialized programs designed to meet their specific needs. A full range of rehabilitative services is available by means of trained counselors geographically located throughout the Commonwealth for the deaf and at Woodrow Wilson Rehabilitation Center. These professionals are skilled in working with the deaf and hearing impaired and are fluent in American sign language.

3. Head Trauma Program: The Head Trauma Program, located at Woodrow Wilson Rehabilitation Center in Fishersville, serves individuals who have been disabled due to traumatic brain injuries. Participants in the program are retrained to function to their maximum ability and are not necessarily required to possess vocational potential. However, employment is encouraged and often attained for those who are capable. Comprised of a team of professionals, the program staff members utilize modern technology and an intensive one-to-one approach in their rehabilitative training. Enrollment in this program is limited.

4. Rehabilitation Engineering Services: Rehabilitation engineering—the application of modern engineering technology to improve the level of functioning for the disabled is an integral service provided in the rehabilitative process. DRS has staff rehabilitation engineers, along with medical and vocational specialists located statewide to maximize the employment potential of persons with disabilities. These professionals design and modify equipment, as well as work sites, in order to enhance individual mobility and levels of communication to the fullest

extent possible. When feasible, on-location services may be provided through DRS's Mobile Rehabilitation Engineering Unit.

5. Job Seeking Skills Program: Throughout most of Virginia, DRS offers a job seeking skills program for disabled individuals who are trained and ready to work but need assistance in applying for employment. This program primarily focuses on teaching participants how to complete job applications and how to appropriately respond during employment interviews.

6. Independent Living Services: Six independent living centers are available in Virginia to persons with disabilities who desire and need assistance in living. Five of the centers, located in Arlington,Charlottesville, Norfolk, Richmond and Winchester, are operated on a contractual basis. Woodrow Wilson Rehabilitation Center in Fishersville, Virginia, the sixth facility, is managed and staffed by the Department of Rehabilitative Services and offers residential housing while individuals undergo training. Any disabled person not necessarily someone enrolled in the program may apply to these centers for assistance. The services provided include information and referral services, peer counseling and independent living skills training. Technical assistance, also, is rendered in a host of related areas, such as housing, transportation and attendant care.

7. Woodrow Wilson Rehabilitation Center: The Woodrow Wilson Rehabilitation Center (WWRC) is a public, nonprofit facility that provides comprehensive rehabilitative services on a residential or outpatient basis to persons with physical, mental and or emotional disabilities. The Center, which is a division of the Virginia Department of Rehabilitative Services, offers a wide variety of programs ranging from intensive medical rehabilitation to complete vocational training. WWRC is located in Fishersville,Virginia. The following services are provided at WWRC:

   a. Counseling and psychological services--The Counseling Department is staffed with professional rehabilitation counselors who work with WWRC students and their families to develop and carry out individual programs of rehabilitation. Throughout the rehabilitative process, counselors serve as case managers and consult with families and sponsors, as well as coordinate activities with DRS counselors at the community level. To encourage the highest standards of mental health and well-being, individuals are referred to WWRC's Psychological Services for evaluation or treatment. Neuropsychological, psychiatric and educational evaluations, psychotherapy and individual and group counseling are offered. Personal management programs are prescribed for those who need highly-structured plans to reach their goals successfully.

   b. Medical specialties, including physical, neurology, internal medicine, pediatrics and psychiatry.

c. Rehabilitation Nursing services are provided 24 hours a day in the hospital unit. In cases where future independence in daily living activities is unlikely, individuals are instructed in how to manage a personal attendant.

d. Physical Therapy sessions are exercises, weight-lifting and other techniques are used to build strength, coordination and stamina.

e. Occupational Therapy focuses on the development of skills for daily living. such as feeding, dressing, shopping, preparing meals, managing personal hygiene and doing laundry.

f. Communication Services staff includes a certified audiologist and speech pathologists who diagnose and treat speech and hearing problems.

g. Rehabilitation Engineer and Adaptive Equipment Specialist are professionals design and develop devices which make it easier for persons to communicate and carry out daily living activities. They also modify job sites, when necessary. A mobile rehabilitation engineering unit is available.

h. Outpatient evaluations, therapy, treatment, and mobile visits are available on an outpatient basis.

i. Head Trauma Program offers a specialized training to persons with this disability.

j. Virginia Spinal Cord Injury System provides educational programs dealing with psychosocial concerns, sexuality, and employment opportunities for persons with spinal cord injuries.

k. Deaf Project individuals with hearing impairments receive training in sign language, independent living skills and the use of Telecommunication Devices for the Deaf (TDD).

l. Center for Independent Living provides peer counseling and skills training for persons who have disabilities and want to live more independently. This service is available on campus or in the community.

m. Pre-Vocational Services include evaluation and vocational planning services and a work adjustment program. The evaluation and vocational planning services offer work samples, intelligence and achievement tests and medical evaluations to make recommendations for appropriate job training programs. A work adjustment program teaches work, personal and social behaviors needed for vocational training or job placement.

n. Vocational Training is offered in 18 occupational fields, representing 51 different jobs.

o. Allied Training includes academic study programs,a driver education program, a job seeking skills training and student internships.

Intake Process

To receive services from Department of Rehabilitative Services, the following intake process must be completed:

1. DRS must be provided, by mail or telephone, the individual's name, address, zip code and telephone number.
2. The rehabilitation counselor will establish an appointment at his office or some rehabilitation other place convenient to the individual.
3. If the individual is unable to keep the appointment, he must notify the counselor as soon as possible so another appointment may be scheduled.
4. If the individual is a minor, he is to be accompanied to the interview by a parent or legal guardian.

The Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services

Mission

The mission of the Department of Mental Health, Mental Retardation and Substance Abuse Services is to assure and provide a comprehensive system of services that is responsive to the mental health, mental retardation, drug abuse, and alcohol dependency needs of the citizens of the Commonwealth. This system includes prevention, emergency, residential, outpatient/day support and inpatient/training services which are made available through the planned coordination of the programs of state facilities, state clinics and community service boards.

Eligibility

State Mental Health, Mental Retardation and Substance Abuse Services Board policy states that services will be made available to all mentally ill, mentally retarded and substance abusing persons in the Commonwealth of Virginia.

Services

The following is a list of core services that are available statewide through the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (MHMRSAS). Every Community Service Board (CSB) does not offer every core service.

1. Emergency Services: Unscheduled mental health, mental retardation or substance abuse services are available 24 hours per day and seven days per week, which provide crisis intervention, stabilization, and referral assistance over the telephone, or face-

to-face, if indicated, to individuals seeking such services for themselves or others. These emergency services may include walk-ins, home visits, jail interventions, and pre-admission screening and other activities for the prevention of institutionalization or associated with the judicial commitment process and the certification process for admission to mental retardation facilities.

2. Inpatient Services: Mental health, mental retardation or substance abuse services are delivered on a 24 hour day basis in a hospital or training center setting.

   a. Medical/Surgical: Acute medical treatment and/or surgical services provided in state facilities. Such services may include medical detoxification, orthopedics, oral surgery, urology, care for pneumonia, post-operative care, ophthalmology, ear, nose and throat and other intensive medical services.

   b. Skilled Nursing: nursing services for mentally disabled individuals in state facilities who require nursing as well as other care. Skilled nursing services are most often required by acutely ill or severely/profoundly mentally ill who suffer from chronic physical illnesses and loss of mobility. These services are provided by professional nurses, licensed practical nurses and qualified paramedical personnel under the general direction and supervision of a physician.

   c. Intermediate Care Facility/Mentally Retarded: Services provided in state training centers for mentally retarded individuals who require active rehabilitative and training services, including respite and emergency care, but not the degree of care and treatment provided in a hospital or skilled nursing home.

   d. Intermediate Care Facility/Geriatric: Services provided in state geriatric facilities which may include psychiatric treatment, therapeutic programs, and medical and personal care. These services are provided by an interdisciplinary team to patients 65 years of age and older.

   e. Acute/Intensive Psychiatric or Substance Abuse Services: Intensive short term psychiatric or substance abuse services provided in state mental health facilities or in local hospitals which are supported by Community Services Boards (CSBs) through contractual arrangements. These services may include intensive stabilization, evaluation, chemotherapy, hospital-based medical detoxification, psychiatric and psychological services and other supportive therapies provided in a highly structured and supervised setting.

f. Extended Rehabilitation: Services are intermediate or long term treatment provided in a state facility for individuals with severe psychiatric impairments and emotional disturbances, multiple handicaps and severe/profound mental retardation. These services may include rehabilitation training, skills building and behavioral management for those who are beyond the crisis stabilization and acute treatment stages.

3. Outpatient and Case Management Services: Mental health, mental retardation, or substance abuse services generally provided in sessions of less than three hours to clients in a non-residential setting.

   a. Outpatient services are scheduled outpatient mental health, mental retardation, or substance abuse generally provided on an individual, group, or family basis, and usually in a clinic, similar facility, or other location. These services may include diagnosis and evaluation, counseling, psychotherapy, behavior management, psychological testing, ambulatory detoxification, chemotherapy and methadone maintenance.

   b. Case Management - Services to assure identification and outreach to potential clients and continuity of care for clients with mental illness, mental retardation and substance abuse problems by assessing, planning with, linking, monitoring and advocating for clients in response to their changing needs.

4. Day Support Services: A planned program of mental health,mental retardation, or substance abuse treatment or training services generally provided in sessions of three or more hours to groups of clients in a non-residential setting.

   a. Day Treatment/Partial Hospitalization - A treatment program that includes the major diagnostic, medical, psychiatric, psychosocial, and prevocational and educational treatment modalities designed for patients with serious mental disorders or substance abuse problems who require coordinated, intensive, comprehensive and multi-disciplinary treatment of pathological conditions not provided in an outpatient clinic setting.

   b. Psychosocial Rehabilitation - Programs for mentally ill or substance abusing clients that provide certain basic opportunities and services--socialization, evaluation, training, vocational and educational opportunities, and advocacy--in the context of a supportive environment in the community focusing on normalization. Psychosocial rehabilitation programs emphasize strengthening client abilities to deal with everyday life instead of focusing on the treatment of pathological conditions.

   c. Extended Sheltered Employment or Work Activity - Programs which provide remunerative employment for clients with mental illness, mental retardation and substance abuse problems as a step in the rehabilitation process for those who cannot be readily absorbed in the competitive labor market. These may include sheltered employment programs and specialized vocational training programs.

d. Adult Developmental/Activity Center/Developmental Day Programs for Adults - Programs providing instruction and training for mentally retarded/developmentally disabled adults (age eighteen or older) in order that they may progress toward independent functioning.

e. Education/Recreation - Programs designed to provide education, recreation, enrichment, and leisure activities. Programs can consist of daily, weekly, or monthly activities which are carried out during the summer and throughout the year.

f. Supported or Transitional Employment - Programs which provide paid employment, often at or above minimum wage, in a variety of normal, business or industry- integrated, work settings with job site training and ongoing support from professional program staff to facilitate job retention. These programs serve individuals with severe disabilities irrespective of age or vocational potential. Examples include work enclaves and supported employment in competitive settings.

g. Alternative Day Support Arrangements - Day support alternatives not included in preceding subcategories which assist clients in locating day support settings and may provide program staff, follow along, or assistance to the client to maintain the independent day support arrangement.

5. Residential Services: Overnight care in conjunction with an intensive treatment or training program in a setting other than a hospital or training center; or overnight care in conjunction with supervised living and other supportive services.

   a. Intensive Treatment or Intermediate Care Programs -Mental Health Residential Treatment Centers, such as adolescent treatment programs; Intermediate Care Facilities for the Mentally Retarded (ICF/MR), which deliver active habilitative and training services in a community setting; and Medical/Social Detoxification Programs, which are non-hospital based and normally last from 3-7 days.

   b. Primary Care - Substance abuse rehabilitation services which normally last no more than four months, with three to four weeks as the expected length of stay.

   c. Therapeutic Community - A substance abuse psychosocial therapeutic milieu with an expected stay exceeding four months.

d. Group Homes/Halfway Houses - Facilities operated or contracted by CSBs which provide residence and 24 hour supervision for individuals who may require training and assistance in basic daily living functions such as meal preparation, personal hygiene, transportation,recreation, laundry, and budgeting.

e. Supervised Apartments - Programs operated or contracted by CSBs which provide residence for individuals who have achieved a limited capacity for independent living but who also require varying degrees of assistance, support, supervision and staff intervention in order to function in the community.

f. Domiciliary Care - Provision of food, shelter, and assistance in routine daily living but not training; this is primarily a long-term setting but the expected stay can be brief. This is a less intensive program than a group home or supervised apartment; an example would be a licensed home for adults funded by a community services board.

g. Residential Respite/Emergency Shelter - Programs which provide beds in a variety of settings reserved for short term stays, usually several days to no more than several weeks. Residential respite may be used for crisis stabilization, emergency shelter, or public inebriate shelter.

h. Sponsored Placements - Programs which place clients in residential settings and provide substantial amounts of financial, programmatic, or service support. Examples include specialized foster care, family sponsor homes and residential services contracts for specified individuals. The focus is on individual client residential placements rather than on organizational entities with structured staff support and set numbers of beds described in preceding subcategories.

i. Supported Living Arrangements - Innovative residential alternatives not included in preceding subcategories which assist clients in locating assistance. The focus may be on assistance to the client to maintain the independent residential arrangement. Examples include homemaker services, public-private partnerships and non-CSB subsidized apartments.

6. Prevention and Early Intervention Services: Activities which seek to prevent, or ameliorate the effects of mental illness, mental retardation, and substance abuse.

a. Prevention - This is a proactive process which involves interacting with people, communities, and systems to promote the strengths and potentials of those individuals currently not in need of treatment and which is aimed at substantially reducing the occurrence of mental illness, mental retardation, and alcohol and other drug dependency and abuse. Examples of prevention services and activities may include: consultation and education, community network development, public information, training and education and program consultation and development.

b. Early Intervention - These activities are intended to improve functioning in those people identified as beginning to experience problems or circumstances which are likely to result in mental illness, mental retardation, or substance abuse. Examples of early intervention services may include: client-based case consultations, education groups, and parent-infant education or infant stimulation programs.

The State Council of Higher Education for Virginia

Purpose

The State Council of Higher Education for Virginia is Virginia's state agency charged with coordinating the Commonwealth's public colleges and universities and providing a variety of other services pertaining to higher education.

Responsibilities

1. To develop a master plan for Virginia's higher education system and to conduct other planning activities.
2. To establish guidelines for operating and capital outlay budgets of the institutions of education and to review and make recommendations on institutions' budget requests to the Governor and the General Assembly.
3. To approve changes in institutional missions.
4. To approve any new degree program proposed by a public institution.
5. To terminate non-productive degree programs in public institutions.
6. To approve the enrollment projections of the individual institutions.
7. To grant approval to in-state private institutions to confer degrees by level and to approve degree programs and course work offered in Virginia by out-of-state institutions.
8. To involve the private and proprietary institutions in the state's overall planning for postsecondary education.

9. To administer five statewide student financial assistance programs.
10. To provide guidelines for determining the domiciliary residence of students applying for in-state tuition rates.
11. To establish guidelines for patent and copyright policies developed by the public colleges and universities.
12. To coordinate the continuing education offerings of the public institutions.

Council Programs and Activities

Academic

1. Academic Common Market allows participating students to pay in-state tuition as part of an arrangement among 14 southern states. Students studying in eligible undergraduate and graduate programs outside their home estates qualify for the program.

2. Education for Economic Security Act provides awards for programs that improve the skills of elementary and secondary education teachers.

3. Eminent Scholars Program provides matching funds against the income from public institutions' endowments designated by their donors for attracting and retaining eminent scholars.

4. Funds for Excellence is designed to raise the level of excellence at Virginia's public colleges and universities.

5. Higher Education Equipment Trust Fund provides money to be allocated among the institutions to lease instructional equipment through the Virginia College Building Authority.

6. Outstanding Faculty Awards Program awards money to outstanding faculty members at Virginia's public and private institutions.

7. Regional Grants and Contracts allows Virginia residents to pay in-state tuition rates for programs not offered at a Virginia college. Agreements between the Commonwealth and institutions in other states are applicable to Virginia residents who want to study library science, forensic science, forestry, optometry, and medicine and dentistry (at Maharry University).

Affirmative Action

1. Commonwealth Faculty Development Program assists the professional development of faculty members at Norfolk State and Virginia Universities. Research leaves, educational leaves and released time from customary teaching duties for up to three years are funded for faculty members pursuing terminal degrees or doing post-doctoral research. Funds also are provided for conferences, workshops and symposia in their fields of specialization.

2. Commonwealth Visiting Professors Program assists the public institutions in recruiting nationally outstanding other-race professors for one or two-year appointments.

3. Funds for Excellence Sub-program promotes the development or special projects and activities to attract and retain undergraduate other-race students. Institutions submit recruitment and retention proposals that emphasize preparing other-race high school students for college.

4. Retention Conference provides an annual forum for administrators and faculty to exchange information on retaining students, particularly black students, and helping them succeed in college.

5. Potential Graduate Students Conference encourages college juniors and seniors, particularly black students, to continue on to graduate school after receiving their bachelors' degrees.

6. Summer Program for Undergraduates gives undergraduates, particularly black students, the opportunity to attend graduate classes and to prepare for graduate school.

7. Virginia Student Transition Program offers academic and social preparation for academically underprepared other race high school students. Those students who qualify for admission to particular institutions but have one or more identifiable academic deficiencies are required to participate in the programs, which provides tutoring, counseling and instruction in study methods.

8. Virginia Transfer Grant Program offers full tuition grants to black college students transferring from two-year institutions to one of Virginia's 13 traditionally white public senior institutions and to white students who transfer to either Virginia State University or Norfolk State University, Virginia's two traditionally black public institutions.

9. Vita Bank contains 380 current resumes of other-race faculty who may be considered for faculty and administrative positions at Virginia public institutions of higher education.

Financial Aid

1. College Scholarship Assistance Program provides need-based aid to both public and private collage students. A significant amount of federal matching money is made available to this program, and the funds are distributed by the institutions.

2. Congressional Teachers Scholarship Program provides federally funded scholarships that are administered by the Council. Outstanding high school students that intend to become teachers receive loans that are forgivable after they complete a specified teaching service.

3. Eastern Shore Tuition Assistance Program aids Virginia's Eastern Shore students in attending Maryland senior institutions that are closer to their homes than Virginia's senior colleges.

4. Virginia Scholars Program provides renewable merit scholarships of $3,000 each annually to 45 outstanding high school students and five community college students planning to enroll full-time at Virginia institutions of higher education.

Council Publications

1. Council Notes is a summary of actions taken at the Council's monthly meeting.

2. Directory of Undergraduate Degree Program at Virginia Colleges and Universities and Directory of Graduate Degree Programs at Virginia Colleges and Universities list all of the degree and certificate programs offered by public and private two and four-year institutions. In addition, information on financial aid, admissions requirements and special grant programs, and the addresses and phone numbers of the colleges are provided.

3. Fact Book on Higher Education in Virginia contains information on public and private institutions of higher education, including head count, enrollment, fees, tuition, faculty, appropriations, student aid and summary of the Council's responsibilities and programs.

4. Financial Aid Information Brochures on sources of financial aid are available through SCHEV. Materials an state, federal, loan grant and scholarship aids are available.

5. Higher Education Studies are completed at the request of the General Assembly on issues of importance to higher education in Virginia.

6. On Line (news letter) is a bimonthly newsletter containing articles on Council programs and activities, plans and goals, information on Virginia colleges and universities and relevant material on higher education in general.

7. Virginia Plan is a biennial publication which describes Virginia's system of higher education.

Other Sources of Information on Postsecondary Education

Virginia View is a career information hotline(800/542-5870) and microfiche information delivery system based at Virginia Polytechnic Institute and State University. It provides information on a) types of postsecondary programs by schools, b) apprenticeship programs, c) military training opportunities, d) postsecondary school descriptions, including degrees offered by institutions, e) specific occupations and f) assistance training programs. The materials are available by writing Virginia VIEW at 205 Roanoke Street, Blacksburg, Virginia 24061.

The Virginia Community College System

Mission

The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

The Virginia Community College System, through comprehensive community colleges, provides leadership in determining and addressing both the needs of individuals and the economic needs of the colleges' service areas.

Occupational-Technical Education, Transfer Education, Developmental Studies, Continuing Education, and Community Service are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college shall provide a comprehensive program of student development services.

Eligibility

Any person who has a high school diploma or the equivalent, or who is 18 years of age and in any case is able to benefit from a program at a community college, may be admitted to the college as a regular student, a special student or a non-curricular student when certain required items have been received by the Office of Admissions. The college reserves the right to evaluate special cases and to refuse admission to applicants when considered in the best interest of the college.

Residence Requirements

A Virginia resident is one who has been domiciled in, and is and has been an actual bona fide legal resident of Virginia, for a period of at least one calendar year prior to the commencement of the term or semester for which enrollment is desired. Questions concerning residency requirements should be directed to the college's Coordinator of Admissions and Records.

Academic Programs and Services

1. Occupational-Technical Education: The occupational and technical education programs are designed to meet the increasing demand for technicians, semi-professional workers and skilled craftsman for employment in industry, business, the professions and government. The curricula that are planned primarily to meet the needs for workers in the region being served by the college.

2. College Transfer Education: The college transfer programs include college freshman and sophomore courses in arts and sciences and pre-professional areas for transfer to baccalaureate degree programs. These programs are equivalent to those provided in the four-year degree granting institutions in order to facilitate the transfer of students from the community colleges to four-year colleges and universities.

3. General Education: The programs in general education encompass common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, a consumer and a citizen. General education courses are included as an integral part of every occupational-technical and college transfer program.

4. Continuing Adult Education: Adult education programs are offered to enable adults in a community college region to pursue lifelong learning experiences. Continuing education includes both degree credit and non-degree credit courses and activities offered during the day and evening hours.

5. Special Training Programs: Special training may be provided where specific job opportunities are available for new or expanding industries. Special training is coordinated with Virginia's economic expansion efforts and with the needs of employers.

6. Preparatory Programs: These programs are designed to help the individual develop basic skills and knowledge (primarily math, english and reading) necessary to succeed in other community college programs.

7. Specialized Regional and Community Services: The facilities and personnel of each college are available to provide specialized services to help meet the cultural and educational needs of the region served by the community college. These services include non-classroom and non-credit programs, cultural events, workshops, meetings, lectures, conferences, seminars and special community projects which are designed to provide needed cultural and educational opportunities for the citizens of the region.

Student Development Services

1. Counseling: As a service to its students and the community, each community college maintains a staff of professional counselors in addition to a system of faculty advisors. The Counseling Department functions to assist students in making intelligent decisions regarding their careers, educational, personal or social plans. As part of this assistance, counselors make available to students appropriate tests, career and educational resources,and information regarding financial assistance, job placement, transferring and student activities.

2. Testing: A comprehensive testing program for students is conducted by the Counseling Department on each community college campus. Some colleges require admissions testing to assist with educational planning, but not as a means of determining a student's admission to the college. In addition, a variety of optional tests are usually available to interested students for assessing occupational interests, personality, aptitude, study skills, reading level and other areas. Specialized subject tests are sometimes used by instructors to assist students in evaluating their background and/or progress in a specific subject area. Some colleges also serve as testing centers for the College Entrance Examination Board e.g., SAT, American College Testing Service e.g., ACT, and occupational certification tests.

4. Orientation: Each new student admitted to a community college certificate, diploma, or degree program is required to complete orientation, a one credit course designed to assist new students in becoming better acquainted with college life, so they may take full advantage of the facilities and services offered by the college. The community colleges in the VCCS vary in their orientation activities and requirements. In many cases, specialized orientation courses are available to help students with special needs such as study skills, career exploration, etc. Information

on orientation is available from the Counseling Department at each campus.

5. Student Financial Aid: It is the desire of each community college that no qualified student be denied the privilege of attendance because of financial need. A variety of grants, loans, work-study programs and, in some cases, scholarships are available for qualified students at all VCCS community colleges. Students who desire to apply for financial aid should secure an application from the college's Financial Aid Officer.

6. Occupational Placement Service: Its main objective is career counseling and job-hunting assistance for students. In addition, the college's Placement Officer coordinates opportunities for employment prior to graduation by maintaining continuous contact with business, industry, the professions, federal and state governments, and the Virginia Employment Commission. Some employers recruit qualified applicants on campus. Also, the Placement Office assists students who wish to secure part-time or full-time employment while attending college and during vacations. Students who seek part-time work are encouraged to do so with a view to their future career plans. The experience gained will assist them in finding permanent and satisfying positions upon completion of their education.

7. Transfer Counseling: Counseling assistance is provided to all community college students planning to transfer to four-year colleges and universities. Personal academic advising throughout their community college experience aids the transfer student in selecting courses necessary to meet freshman and sophomore level course requirements at four-year institutions. Assistance in finding information about four-year college and university curricula programs and help with the transfer application process are also available from all of the community colleges' Counseling Departments.

8. Student Follow-Up: Each community college maintains a graduate follow-up service. Information is gathered from alumni concerning their employment upon graduation, or their academic status if they have transferred to a senior college or university. This information, along with evaluation from non-graduates, employers and community organizations, is used as one means to evaluate Student Development Services, curricula, specific courses, facilities, quality of instruction, and to identify alumni, who may need further assistance with their life plans.

9. Co-Curricular Activities: Various clubs and other Co-Curricular Activities exist on VCCS campuses. Information about student activities may be obtained from the Coordinator of Student Activities at each college. Each community college has an appropriate program of health, physical education and recreation, including intramural and extramural programs on campus or off

campus in community facilities. Alumni associations are also active at many of the colleges.

10. Veterans Assistance: All community colleges maintain an Office of Veterans Affairs for providing services to veterans, active military personnel and dependents enrolled at the college, and to veterans in the local area served by the college. Information regarding eligibility, benefits, and application procedures can be obtained from the Veterans Affairs Officer at any community college.

11. Special Student Services: Many VCCS colleges offer Special Services to their students. Special Services are normally designed for students with academic potential who, by reason of a disadvantaged educational, cultural or economic background, or disability are in need of services to assist them to initiate, continue,or resume their postsecondary education, and to enhance their success in the academic environment. The goal of Special Services is to assist students in remaining in college and successfully completing their program of study. Special Services may include tutoring, career counseling, personal counseling, assistance in obtaining financial aid, academic counseling, cultural activities, and individualized assistance as needed.

Intake Process

The intake process for most community colleges in Virginia includes the following documentation:

1. A completed official application for admission
2. Official transcripts from all high schools, (optional if record is 10 or more years old or student has completed 20 semester or 30 quarter credits in the VCCS or some other accredited college or university, or high school transcripts are determined to be of no value for college/or curricular admissions), colleges and university attended).
3. Some colleges may require placement testing as part of their admissions procedures.

For all non-curricular students, a completed official application for admission is required. For students with special needs, it is imperative that they get an early start - applications should be filed at least six weeks before the quarter begins. An early application will facilitate setting up the necessary support services so that everything is in place before the student begins classes.

After the student has filed an application, particularly if she is a first-time student, she needs to see a Counselor in the counseling office for her initial intake and assessment. This procedure varies from student to student, but fundamentally, the counselor meets with the student to implement the following:

1. Placement tests are sometimes given by the college in basic skill areas of math, reading and writing; these placement test scores are used to determine if a student needs any developmental course work before attempting college level work.
2. A review of the student's high school transcripts, standardized test scores and information from the student's application is then undertaken. The more information the student is able to furnish at the initial review, the more help the counselor can provide. Students are encouraged to discuss financial aid needs, their disability, if they work, their goals for a college program and their career objectives.
3. The next step in the assessment process is the determination of a curriculum of study, selection of a class schedule and registration. The student's plans to go to work immediately after completing a program of study or pursue a four-year degree will

determine the need for selecting an occupational/technical curriculum or a transfer curriculum. Students who receive financial aid or support from other agencies must be assigned a curriculum of study.

Key Factors for Students with Disabilities to Consider When Choosing a Community College

1. General Overview: Students should make arrangements with the college's Dean of Student Development Services or Dean of Instruction to visit the campus.
2. Accessibility: Students with physical disabilities should assess the terrain, buildings, transportation, time needed to travel between buildings and climate of the area.
3. Medical Facilities: Anticipate needs and whether college and/or community can provide adequate medical services.
4. Precedence: What is the college's history of former students with disabilities' success in adapting to the environment? Compare notes with alumni or active students.
5. Community Resources: Does the community have resources such as health, recreation and transportation or does it pose barriers?
6. Residential vs Commuting Problems: What are the implications of each?
7. Orientation: What information or assistance is provided to new students?
8. Academic Advisement: What are the programs like? Does the college

68

have well rounded services to provide a variety of support and promote retention?

9. Time Management: What problems will be presented by the 168 hour week? There are large amounts of available non-class time that students must fill with student activities, leisure time, work, studying, etc. What options are there for students with disabilities?

10. Attitudes: What are the attitudes of non-disabled students, faculty and staff?

11. Accommodation: Does the college have provisions for making college personnel aware of academic problems that may need continued attention if the student enrolls?

VCCS Colleges with Special Services Projects

Dabney S. Lancaster Community College
Clifton Forge, VA

J. Sergeant Reynolds Community College
Richmond, VA

New River Community College
Franklin, VA

Paul D. Camp Community College
Franklin, VA

Rappahannock Community College
Glenns, VA

Southside Virginia Community College
Alberta, VA

Southwest Virginia Community College
Richlands, VA

Virginia Western Community College
Roanoke, VA

Wytheville Community College
Wytheville, VA

The Governor's Employment and Training Department

Mission

The Governor's Employment and Training Department promotes the effective and efficient delivery of employment, training and related services through the administration and oversight of Job Training Partnership Act activities and the analysis of related human resources needs, priorities and programs.

Job Training Partnership Administration

Mission

The purpose of the Job Training Partnership Act is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment.

Eligibility

Services funded by the Job Training Partnership Act (JTPA) are for youth ages 14-21 and adults who are economically disadvantaged. The term "economically disadvantaged" means an individual who: a) received, or is a member of a family which receives cash welfare payments under a Federal, State, or local welfare program, b) has, or is a member of a family which has a total income for the six-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and welfare payments) which, in relation to family size, was not in excess or the higher of: (1) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or (2) 70 percent of the lower living standard income level c) is receiving food stamps pursuant to the Food Stamp Act of 1977, d) is a foster child on behalf of whom State or local government payments are made, or e) in cases permitted by regulations of the secretary, is an adult handicapped individual whose own income meets the requirements of clause a) or b), but who is a member of a family whose income does not meet such requirements (P.L. 97-300).

Services

The local Private Industry Council (PIC) determines the service mix for each Service Delivery Area (SDA). The allowable services may include:

1. Job search assistance
2. Job counseling
3. Remedial education and basic skills training
4. Institutional skill training
5. On-the-job training
6. Programs of advanced career training which provide a formal combination of on-the-job and institutional training and internship assignments which prepare individuals for career employment.
7. Training programs operated by the private sector, including those operated by labor organizations or by consortia of private sector employers utilizing private sector facilities, equipment and personnel to train workers in occupations for which demand exceeds supply.
8. Outreach to make individuals aware of, and encourage the use of employment and training services.
9. Specialized surveys not available through other labor market information sources.

72

10. Programs to develop work habits and other services to individuals to help them obtain and retain employment.

11. Supportive services necessary to enable individuals to participate in the program and to assist them in retaining employment for not to exceed six months following completion of training.

12. Upgrading and retraining

13. Education-to-work transition activities

14. Literacy training and bilingual training

15. Work experience

16. Vocational exploration

17. Attainment of certificates of high school equivalency

18. Job development

19. Employment generating activities to increase job opportunities for individuals in the area

20. Pre-apprenticeship programs

21. Disseminating information on program activities to employers

22. Use of advanced learning technology for education, job preparation and skills training

23. Development of job openings

24. On-site industry-specific training programs supportive of industrial and economic development

25. Follow-up services with participants placed in un-subsidized employment

26. Coordinated programs with other Federal employment related activities

27. Needs-based payments necessary to participation in accordance with a locally developed formula or procedure

28. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of that training

29. Exemplary youth programs

    a) education for employment programs

b) pre-employment skills training programs

c) entry employment experience programs

d) school-to-work transition assistance programs

Intake Process

An applicant for services should call the local JTPA office to make an appointment for an intake and eligibility interview.

The Virginia Employment Commission

Mission

The mission of the Virginia Employment Commission is to ensure employment stabilization in the Commonwealth of Virginia through:

1. Work-ready labor force for Virginia's employers
2. Temporary income protection to involuntarily unemployed workers
3. Labor market and economic information to business, educational institutions and citizens of the State

Eligibility

United States citizens age 16 years and older

Services

1. Job referral/job placement: applicants are referred on the basis of skills, knowledge and abilities to relative to job orders listed with VEC
2. Aptitude testing: applicants are given the General Aptitude Test Battery (GATB) to measure their potential to perform any job listed in the Dictionary of Occupational Titles
3. Proficiency testing - clerical fields: typing and shorthand proficiency tests are given to all applicants seeking employment in clerical fields
4. Veterans Service - counseling, testing, job referral, placement (181 days active duty service and all but dishonorable discharge)
5. Dislocated Worker Programs are for individuals who are:
    a. unlikely to return to former occupation due to plant closure or decline of that occupation
    b. provide job search, job development, training, supportive services and relocation

6. Choice/Change Seminars: Vocational choice sessions to assist the applicant in making an appropriate vocational choice

7. Employability Training: Job finding and job keeping skills training as well as job interview preparation

Special Services

1. Pre-employment services to prepare individuals with disabilities for employment, including job seeking skills and job development

2. Job placement for individuals with disabilities who are prepared for competitive employment

3. Assistance to prospective employers for job modification and restructuring, including assistance from the Department of Rehabilitative Services (DRS) staff as needed

4. Referrals to DRS for VEC applicants with disabilities who may be in need of vocational rehabilitation services

5. Targeted Jobs Tax Credit (TJTC): VEC determines TJTC eligibility which will allow employers to obtain a tax credit of up to 40 percent of the employee's first $6,000 of wages paid in the first year

Each Local Job Service office has a designated person who is the representative for persons with disabilities. Listed below are the duties and responsibilities of the representative:

1. Serves as the liaison between Job Service and other agencies or organizations who work with persons who have disabilities.
2. Is responsible for keeping the local office staff up to date on any matter concerning the persons with disabilities.
3. Works with management to see that:
    a. Full applications are taken on each applicant
    b. The applicant has received all Job Service services that he or she needs.
4. Attends and is active with organizations and committees who serve

or advocate improved conditions or services for persons with disabilities.

The overall policy of Job Service is to treat all applicants equally. When an applicant has the need for special services, (i.e., he or she is not job ready, then he or she will be referred to the component that best serves the applicant's needs). The following services are rendered through Job Service offices:

1. Counseling and testing
2. Employability Training
3. Job development
4. Referral to service agencies

Intake Process

All applicants for employment services must:

1. Seek out their nearest VEC office
2. Register with the office receptionist
3. Complete an application consisting of a group and an individual interview

77

The Virginia Department for the Visually Handicapped

Mission

Vocational rehabilitation services with in the Virginia Department for the Visually Handicapped provides comprehensive services to relieve or reduce to the greatest extent possible handicaps caused by severe visual limitations, blindness, or deaf-blindness with special emphasis on assisting its clients in attaining useful, productive, and self-sustaining citizenship.

Rehabilitation services are provided to assist blind and visually impaired persons in employment; to establish self-esteem; and to prevent, eliminate, or reduce economic and personal dependency.

Eligibility

A visual disability must exist that constitutes one or more of the following:

1. Visual acuity of 20/200 or less in the better eye, distance vision with best correction (legally blind)
2. A field restriction to 20 degrees or less in the better eye (legally blind),
3. A visual acuity between 20/100 and 20/200 in the better eye, distance vision with best correction, the inability of the person to adjust satisfactorily to the loss of vision and the need on the part of the person for specialized services available through the department (severely disabled)
4. A field limitation to 30 degrees or less in the better eye combined with the inability of the person to adjust satisfactorily to the

loss of vision and the need on the part of the person for specialized services available through the department (severely disabled)

5. Night blindness, or a rapidly progressive eye condition. which, in the opinion of a qualified ophthalmologist, will reduce distance vision to 20/200 or less in the better eye with correction
6. Where eye treatment and/or surgery are recommended regardless of visual acuity

Vocational Handicap

The Vocational Rehabilitation (VR) counselor must determine that a vocational handicap has resulted due to the visual disability. The disability must be a substantial handicap to employment because of the limitation imposed, together with any secondary diagnosed disabling conditions and related factors. The existence of a visual disability alone does not constitute a vocational handicap nor does it automatically establish eligibility for VR services. A substantial handicap to employment exists when the visual disability condition:

1. Interferes with the opportunity for suitable employment
2. Has interfered with the preparation for suitable employment
3. Causes loss of employment
4. Requires special assistance in securing suitable employment or in performing job duties
5. Causes employment to be in jeopardy

Services may be provided to individuals who are unsuitably employed. This determination must be based upon a thorough comparison with others employed in the same occupation and must be documented. This does not mean that a person just because he or she is visually impaired and decides to change jobs, is automatically eligible, The person must still have a handicap to employment to meet this criterion.

Feasibility (Reasonable Expectation)

The VR counselor must make the determination that there is reasonable expectation that VR services will benefit the individual in terms of employability. Employability refers to the determination that VR services have a high probability of enabling the individual to:

1. Enter the competitive labor market consistent with abilities and interest
2. Practice a profession
3. Enter self-employment
4. Function as a homemaker using the "homemaker" criteria established by DVH where the person must:
    a. Live alone
    b. Take care of another person unable to function as a homemaker
    c. Free another person in the home to obtain employment outside the home
    d. Share the majority of the homemaking responsibilities with another person in the home
5. Become an unpaid farm or family worker receiving payment in-kind rather than in monetary means
6. Function in sheltered employment

7. Operate a home industry or perform other gainful homebound work

8. Operate a vending stand under the Randolph-Sheppard Act

Primary Services

1. Low Vision Services: Low vision examinations, intended to improve useful reading vision to persons who cannot read with conventional glasses, are available by appointment. A follow-up counseling and training programm in the home is aimed at ensuring that maximum benefit is gained from the low vision optical aids prescribed. Clinics are held in Charlottesville, Norfolk, Falls Church, Richmond, Roanoke and the Bristol areas. Referrals are made by various programs of the Agency and other interested sources. Low vision aids and training are also available to school age youngsters and to trainees at the Rehabilitation Center for the Blind.

2. Rehabilitation Teaching Services: Rehabilitation teaching is the process of guiding and instructing a visually handicapped person through an individualized plan of instruction designed to help him or her carry out daily activities to maintain or regain his or her place in the mainstream of society. Individuals receive direct services from the Rehabilitation Teachers in adjustment counseling, basic orientation, daily living skills, braille, typing script writing, homemaking, therapeutic crafts, recreation, and many other skills to overcome or minimize the effects of their visual handicap.

3. Social Services: This program offers social services through local departments of social services under DVH programmatic supervision. These local welfare agencies offer a wide range of social services for visually handicapped persons and determine eligibility of legally blind persons for Medicaid and financial services. In its liaison role, the DVH Social Services staff provides training, consultation, service as client advocate and develops and conducts outreach activities.

4. Vocational Rehabilitation Services: Complete evaluations, consisting of eye, ear, and general medical examinations, are provided, as well as special aptitude and ability tests, psychological test, work evaluations and vocational exploration. Vocational counseling and personal adjustment services are available to clients. Physical restoration eye operations and hospitalization are a provided to a limited number of individuals. Training, including on-the-job, vocational, technical, and college, is made available to qualified persons. Job placement and follow-up services are given major emphasis.

5. Volunteer Services: Volunteers provide a wide variety of services to Department staff and to visually handicapped persons. These services include, but are not limited to, transportation, recreation, shopping, friendly visits, telephone assurance, recording printed material, reading and assisting Agency professional staff. Volunteers are screened and placed according to their individual skills and interest. For further information regarding Volunteer Services, contact Headquarters or the Regional Offices.

6. Instructional Materials and Resource Center: The IMRC, which is an adjunct to the library, supports the Education Services and Vision Programs. Large print and braille textbooks, as well as specialized equipment and materials, are supplied to Virginia's blind and visually impaired children.

7. Education Services: Visually handicapped infants, children and youth can receive developmental can receive developmental, educational, vocational and adaptive services in their homes, schools and local communities. Staff members provide direct instruction to the child and support/technical assistance to parents and school personnel. Braille and large print textbooks, special equipment and teaching materials are available to support the individual programs prepared for each child.

8. Vending Facilities: Blind and visually handicapped persons are established in businesses of various kinds, including vending facilities and snack bars in public and private buildings. The Agency secures the location, furnishes equipment, initial stock and operating capital and provides training and supervision for the operator. The Agency is assisted in this task by Business Opportunities for the Blind, Inc.

9. Virginia Industries for the Blind - at Charlottesville and Richmond: A variety of items are produced in both workshops including brooms, pillow cases, mattresses, food service caps, high-jump and pole vault pads, safety vests, mops, writing instruments and many other products. Items are sold to federal and state governments and to the public. Many of the workers have other disabilities in addition to blindness. Work adjustment, training and employment services are provided to blind and visually impaired individuals.

10. Virginia Rehabilitation Center for the Blind: The Center provides a program of evaluation, adjustment and prevocational training which enables clients to learn skills necessary for greater independence, efficiency and safety on the job, at home and in some social settings. People come to the Center from all parts of Virginia and may receive training from one month to a year, depending on their individual needs for services. Center counselors, vocational evaluators, rehabilitation instructors, orientation and mobility specialists and other professionals assist

the individuals in achieving their personal, social and/or vocational goals.

Special Services

1. Career Seminar: This program is a biannual event for blind and visually impaired youth to explore to explore career opportunities, learn job seeking skills and talk with visually impaired and blind individuals about their work experiences. The two and one-half day seminar also includes site visits to local businesses and industry.

2. Summer Adjustment: This program is a concentrated eight week session held at the Virginia Rehabilitation Center for the Blind in Richmond, Virginia. During the summer, students develop daily living and community awareness skills, and participate in vocational evaluation and career exploration. These young people also experience living away from home and have an opportunity to receive adjustment counseling. Tutoring in academics is also available to students.

3. Summer Adjustment Program: This program gives high school students the opportunity to work part-time for private or governmental (state or federal) businesses in their local area or other areas of the state and earn a wage. The program provides the student with work experience and in some cases leads to permanent or continued part-time employment.

4. Project STEER: Project STEER (Stimulate Transition to Employment through Education and Rehabilitation) was a federally funded grant through the Office of Special Education and Rehabilitative Services. STEER was funded for the period of October, 1985 through September, 1987.

   The grant has continued to enhance the transition tradition in the DVH. Through STEER, transitioning policy and procedure was developed in conjunction with a more open working relationship between education and rehabilitation professionals both within the Agency and other services provided within the state. STEER provided students with equipment and services which they normally would not be eligible to receive under the current rehabilitation mandates.

Intake Process

The intake process for the Department for the Visually Handicapped is as follows:

1. The applicant should contact DVH by calling the toll free number (800) 622-2155.

2. Within 10 days DVH will contact the applicant and arrange an interview.
3. A DVH service provider will conduct an interview, in person, to gather information and explain the services available to the individual.
4. The applicant may be required to complete diagnostic examinations to establish eligibility.
5. Once the applicant has been determined eligible for services he/she will receive a referral.

The Virginia Department for the Deaf and Hard of Hearing

Mission

The mission of the Virginia Department for the Deaf and Hard of Hearing is to function as a communication bridge between deaf/hard of hearing people and hearing people and help provide an environment in which deaf and hard of hearing Virginians of all ages have an equal opportunity to participate fully as active, responsible and independent citizens of the Commonwealth.

Eligibility

The Virginia Department for the Deaf and Hard of Hearing (VDDHH) is a state agency under the Office of Human Resources in the Executive Department. The Department is mandated to serve hearing impaired persons of all ages in the Commonwealth. Hearing impaired persons experience hearing losses ranging from mild to profound.

The range of hearing losses are defined to address the ability to communicate. The enabling legislation provides these definitions:

1. Deaf persons are those whose hearing is totally impaired or whose hearing, with or without amplification, is so seriously impaired that the primary means of receiving spoken communication is through visual input such as lipreading, sign language, fingerspelling, reading or writing.
2. Hard of hearing persons are those whose hearing is impaired to an extent that makes hearing difficult but does not preclude the understanding of spoken communication through the ear alone, with or without a hearing aid.

Services

The following are services provided by the Virginia Department for the Deaf and Hard of Hearing:

1. Information and Referral Services answer questions about programs and services available to hearing impaired Virginians from all sources, and about hearing impairments in general. This information and referral service is available to all service providers and individuals, and is accessible to persons with hearing impairments statewide either by telecommunication devices for the deaf (TDD) via a toll-free number or on a walk-in basis.

2. Interpreter Services: Since 1978, the Department has been authorized by the General Assembly to administer a statewide interpreter service for deaf persons. The Department provides the following:

   a. Maintains and annually updates a roster of qualified interpreters; interpreters who are listed are nationally certified by the Registry of Interpreters for the Deaf (RID), or have passed a state screening by the Virginia Registry of Interpreters for the Deaf (VRID);

   b. Assigns qualified interpreters to interpret in various situations on request by service providers and deaf persons;

   c. Coordinates payment and pays the cost of interpreting services where Section 504 of the Rehabilitation Act of 1973 or the Virginians with Disabilities Act of 1985 do not apply;

   d. Provides funds to the Virginian Registry of Interpreters for the Deaf for quality assurance screening by contract.

3. Training and Technical Assistance: The Department provides training and technical assistance statewide to service providers and the general public about hearing impairments, the needs of hearing impaired people, and how to make services and programs more accessible.

4. Advocacy: The Department advocates for the rights and needs of hearing impaired persons on a case-by-case basis and through the legislative process. It also monitors state programs serving the hearing impaired to determine the extent to which promised or mandated services are delivered.

5. Legislative and Program Evaluation: The Department evaluates programs serving the hearing impaired and develops recommendations to the Governor for legislative and administrative changes as indicated.

6. Outreach: Through an intensive networking effort, VDDHH provides concentrated training and technical assistance to existing service providers (doctors, regional offices of the Department of Rehabilitative Services and the Virginia Employment Commission, client rights advocates, local welfare departments, hospitals and others). At the same time, they use the specialized skills of contracted interpreters with established access to the deaf communities in the less well served regions in the Commonwealth. The Department builds linkages between providers and hearing impaired individuals without relying entirely on the written word to target all of its client contacts. VDDHH contracted representatives work through deaf clubs, local school boards, churches with deaf ministries and key deaf and hard of hearing individuals to improve access to existing services.

Procedures for Acquiring Interpreter Services

1. The Department requires a five work day notice on interpreter requests. This period will be waved if any other applicable administrative waiting period with a basis in law is shown to apply. These services are based on priority of need and availability of funds from appropriate sources to pay interpreters.
2. In the event of limited resources and limited interpreters, priority ranking for coordinating requests is as follows:
   a. Emergency (medical,police arrests)
   b. Medical (i.e. private doctors, dentists)
   c. Legal (i.e. lawyers)
   d. Counseling:
      - Mental health (i.e. private psychiatrist)
      - Non-mental health (i.e. AA meetings, Lamaze classes)
   e. Employment (i.e. non-DRS client job interviews, employer-employee disputes)
   f. Educational (i.e. parent-teacher conferences when school refuses to pay)

g. Conferences and hearings (i.e. public hearings)

3. The Department does not coordinate classroom interpreters or volunteer interpreters. However, the agency will provide the client or service provider with a list of contracted interpreters in his/her area of the state.

APPENDIX B

Virginia's Major Transitional Initiatives

Virginia's Major Transitional Initiatives

IACC

The Interagency Coordinating Council on Delivery of Related Services to Handicapped Children was established by the 1983 session of the General Assembly to develop a state plan to meet the related services needs for handicapped children from birth to 22 years of age. The IACC has developed a plan which:

1. Focuses on the most efficient use of resources to meet the needs and service requirements of Virginia's handicapped children and youth
2. Addresses the reduction of service gaps, overlaps and redundancies across 10 agencies of state government which are involved in serving school aged handicapped children.

In 1986 the Virginia General Assembly mandated through legislation that the Interagency Coordinating Council on Delivery of Related Services to Handicapped Children (IACC) was responsible for "developing a strategy for meeting the anticipated educational and vocational needs of handicapped children aged fifteen and over, and for identifying existing barriers to a successful transition from special education to adult life." (VA Code, 1986)

The IACC has established a subcommittee for the purpose of developing a state plan for transition services. If funds are required, individual agency contributions will be solicited to carry out the activities of the subcommittee.

VITAL

Virginia's Integrated Transition Approach Through Leadership is a coordinated effort of five major state agencies and the Mid-South Regional Resource Center to Develop an "overall perspective for improved programming and for more representative involvement in transition through a comprehensive planning and implementation process." The VITAL team emerged because professional personnel in Virginia's human service agencies, parents and representatives from the private sector recognized the transitioning needs of youth and young adults with disabilities and have initiated a series of programs and activities to facilitate state interagency planning efforts. A major activity of the VITAL Team was sponsorship of a state conference on "Transition Opportunities for Youth and Young Adults with Disabilities," in October of 1986. The VITAL Team has defined its role and function as:

1. Information collection
2. Identification of needs of the transitioning population
3. Identification of the barriers to the provision of interagency transition services
4. Formation of subcommittees for action:
    a. Program subcommittee - programs and services that need to be developed or expanded.
    b. Political subcommittee - establishment of services in localities through agency leadership and advocacy.

The VITAL Team has been supported through funds from the Mid-South Regional Resource Center, individual agency contributions, and conference registration fees.

Project PERT

The Postsecondary Education/Rehabilitation Transition for the Mildly Mentally Retarded (MMR) and Learning Disabled (LD) Project was initially developed as a two year Federal model demonstration project. It was initially funded from October 1, 1984 through September 30, 1986. Because of Project PERT's success, it has been continued utilizing a funding base consisting of equal contributions by the Department of Education, Woodrow Wilson Rehabilitation Center and Community Rehabilitation Services. In addition Project PERT has been expanded to serve students from all disability groups. Project PERT is specifically designed to provide special education students with the following:

1. Combined transition planning and service implementation through the resources of the Divisions of Special Education, Vocational Education, Community Rehabilitation Services and the Woodrow Wilson Rehabilitation Center
2. A continuum of vocational programs and services including vocational evaluation, vocational counseling, work adjust-ment, independent living skills development, vocational exploration, vocational training, job placement and job maintenance services
3. Opportunities to pursue articulated vocational programs which span secondary and postsecondary school settings
4. Programs which provide for the development of extended career ladders
5. An education/rehabilitation service delivery system which allows for the smooth transition of students with disabilities from

secondary schools to postsecondary training or education to employment, independence and community participation

Project PERT has been implemented in 33 localities across Virginia and is scheduled to include 12 localities per year for the next four years.

Project PLACEMENT

The project entitled "Partnership Linking Agencies Concerned with Employment and Maximizing Employment Networks in Transitioning Youth and Young Adults with Disabilities" has been approved for funding by the U.S. Department of Education for the period of July, 1987 through June, 1990. Project PLACEMENT is a demonstration project which was developed cooperatively by the Virginia Department of Education, the Virginia Department of Rehabilitative Services and the Virginia Employment Commission. The purpose of Project PLACEMENT is to design and demonstrate an innovative approach and use of existing agency resources to develop employment opportunities and insure job placement for young adults with disabilities who are job ready and exiting secondary education programs.

Project PLACEMENT focuses on:

1. The establishment of a local and statewide alliance among business, industry, education, rehabilitation and the state employment service which provides direct access to employer networks and facilitates the development of a business-like approach to the placement of young adults with disabilities into employment
2. The development of a "hands-on" job-readiness assessment system, developed cooperatively by Woodrow Wilson Rehabilitation Center and the DRS Richmond Vocational Evaluation Assessment Center, that is designed to reliably match individual abilities and skills of special education students with the requirements of jobs listed by the Virginia Employment Commission
3. The establishment of local placement teams in the pilot sites which

will assume responsibility for the placement and follow-up of young adults with disabilities

4. The development of a computerized, interagency job/person match system
5. The expansion of corporate involvement in the job placement of young adults with disabilities

APPENDIX C

OSERS Definitions of Postsecondary Services for Federal Reporting Purposes

The definitions provided by OSERS for the "Report of: A) Handicapped Children and Youth Exiting the Educational System (1986-87 School Year) and B) Anticipated Services Needed by These Handicapped Children and Youth (1987-88 School Year)" are presented below.

1. Counseling and guidance, including personal adjustment counseling, maintaining a counseling relationship throughout a handicapped individual's program of services, and referral necessary to help handicapped individuals secure needed services from other agencies.

2. Evaluation of vocational rehabilitation potential, including diagnostic and related services incidental to the determination of eligibility, and the nature and scope of services to be provided

3. Physical and mental restoration services, necessary to correct or substantially modify a physical or mental condition which is stable or slowly progressive

4. Vocational and other training services including personal and vocational adjustment, books, tools, and other training materials

5. Transitional employment services, including intensive, on-site placement and training through the use of job coaches or other special training personnel to assist severely handicapped persons to become employed

6. Placement in suitable employment: Job placement

7. Post-employment services necessary to maintain suitable employment (this includes ongoing support services necessary to maintain severely handicapped persons in employment)

8. Maintenance, including a handicapped individual's basic living expenses, such as food, shelter, clothing and other subsistence expenses which are necessary to support and derive the full benefit of other services; maintenance also includes support or income or income maintenance programs (e.g., SSI, SSDI) or welfare

9. Transportation, including necessary travel and related expenses including subsistence during travel)or per diem payments in lieu of subsistence) in connection with transporting handicapped individuals and their attendants or escorts for the purpose of supporting and deriving the full benefit of other services being provided

10. Services to members of a handicapped individual's family when necessary to the rehabilitation of the handicapped individual

11. Independent living services that will assist handicapped persons to perform daily living activities

12. Residential services to maintain individuals in residential facilities

13. Interpreter services and note-taking services for the deaf, including tactile interpreting for deaf-blind individuals

14. Reader services, rehabilitation teaching services, note-taking services and orientation and mobility services for the blind

15. Telecommunications, sensory and other technological aids and devices

16. Other goods and services which can reasonably be expected to benefit a handicapped individual

17. No goods or special services are anticipated to be required by these individuals upon exit from the educational system

APPENDIX D

PROJECT VAST TRAINING PACKAGE

PROJECT VAST TRAINING PACKAGE

ACTIVITY I

INTRODUCTION TO TRANSITIONING

Goal: Each LITT member will receive information about transitioning youth and young adults with disabilities from secondary education to productive adult lives and why there is a need to develop a statewide system for transitional services.

Time: 45-60 minutes

Narration: This activity is designed to familiarize the LITT members with transitioning including: (1) federal and state legislative initiatives, (2) current laws and (3) the transitional initiatives within the Commonwealth of Virginia. This activity also highlights the current problems concerning employment, higher education, independent living, and community participation for persons who have disabilities and how a statewide system for transitional services will help resolve these problems.

Materials Needed:

Project VAST Handbook

Introduction transparencies

Overhead projector

Screen

Process:

1. Facilitator should be familiar with the following Project VAST handbook sections:
   a. Introduction, page 1-2
   b. The Need for a Transition Service Delivery System, pages 3-5
   c. Relevance and Importance of the Project Within the Commonwealth of Virginia, pages 5-12.
2. Each LITT member is given a Project VAST handbook.
3. Using the transparencies the facilitator reviews the above three sections.

Summary: Each LITT member will have been introduced to information about transitioning.

PROJECT VAST TRAINING PACKAGE

ACTIVITY II

OVERVIEW OF PROJECT VAST

Goal: Each LITT member will receive an overview of Project VAST.

Time: 45-60 minutes

Narrative: This activity is designed to provide the LITT with information about Project VAST, including; the design, the goal, the objectives, the SITT, the LITT, the Advisory committee and the Transition Information System.

Materials:

Project VAST Handbook
Overview transparencies
Overhead projector
Screen

Process:

1. The facilitator should become familiar with the following Project VAST handbook section:
   a. Project Description, pages 13-18
2. Using the transparencies the facilitator reviews the above section

Summary: Each LITT member will be introduced to the design, the goal, the SITT, the LITT, the advisory committee and the transition information system of Project VAST.

PROJECT VAST TRAINING PACKAGE

ACTIVITY III

PROJECT MODEL

Goal: Each LITT member with will become familiar with how the project VAST model is implemented at the local level.

Time: 45-60 minutes

Narration: This activity is designed to provide each LITT member with information on the Project VAST model implementation procedures including:

1. Participant selection
2. LITT formation
3. Student assessment
4. Identifying lead agency
5. Defining LITT members' responsibilities
6. Parent and student recruitment
7. Transitional planning
8. Writing the transitional program
9. Delivery of transitional services
10. Participant tracking and monitoring
11. Project reports
12. Transfer of lead agency
13. Problem solving and mediation procedures

Materials:

Project VAST Handbook

Project Model transparencies

Overhead projector

Screen

Process:

1. The facilitator should become familiar with the following Project VAST handbook section:
    a. The Project VAST Model page 19-34
2. Using the transparencies, the facilitator reviews the above sections

Summary: Each LITT member will gain a basic understanding of how the project VAST model is implemented at the local level.

ACTIVITY IV

THE PHILOSOPHY GAME

Goal: Each LITT member will have an opportunity to share information about the agency they represent and learn about the other agencies participating in the project.

Time: 60 minutes

Narration: This activity is designed to provide each LITT member with an opportunity to share information about the agency they represent and to provide a means for the LITT members to learn about the other agencies participating in Project VAST. This activity demonstrates how agencies serve a variety of populations, have different clients and/or customers, have different missions and eligibility criteria, and have diverse employee performance evaluation systems. For example, although employment commissions are in the business of helping people find jobs, equally important is serving employers. Another example is that whereas the vocational rehabilitation serves persons who have disabilities, there has to be reasonable expectation that those persons will gain employment and/or independence as a result of the services provided.

Materials:

- Flip chart
- Marker

Process:

1. The facilitator writes the following rules on the flip chart:
   a. In less than 5 minutes answer all of the following questions:
   b. What is your agency's mission?
   c. Who is your number one client?
   d. What is the eligibility criteria for services in your agency?
   e. What are the services that your agency provides?
   f. How are you evaluated?
2. Each member is given no more than five minutes to answer the above questions.
3. At the end of each presentation other LITT members are encouraged to ask questions.

Summary: Through this exercise each LITT member will learn about the other agencies participating in Project VAST.

PROJECT VAST TRAINING PACKAGE

ACTIVITY V

TEAM BUILDING

Goal: The LITT will develop its ability to work as a team.

Time: 60-90 minutes

Narration: This activity is designed to provide LITT members with information about how they interact with others in a work group. This information will be used to enhance their ability to work as team members.

Materials:

Strength Deployment Inventory[1] for each LITT member

Inventory booklet for each LITT member

Manual of Administration and Interpretation for the Strength Deployment Inventory

Plotting Aid Slide

Slide projector

Pencils

Straight edge

---

[1] Strength Deployment Inventory (or, any inventory title of abbreviation such as SDI) is a registered trademark of Personal Strengths Publishing, Inc. Elias H. Porter is the author and copyright owner. P. O. Box 397 Pacific Palisades, CA 90272-0397. (213) 454-5915.

Process:

1. Facilitator(s) should become familiar with the Strength Deployment Inventory (SDI) prior to the LITT training.
2. Facilitator(s) administer the SDI following the directions in the manual.
3. Facilitator(s) allow ample time for each member to complete the inventory.
4. Facilitator(s) provide step by step instructions for plotting the scores.
5. When necessary, facilitator(s) provide members with individual assistance for plotting scores.
6. Facilitators provide interpretation of scores to each member following guide lines outlined in the manual.
7. Facilitators start a discussion about different working styles and how to give a team member information in a manner so they can best understand it.

Summary: Through this activity LITT members become aware of theirs' and others' working styles, during both times of team cohesiveness and times of conflict. They learn how to the relate better to others and how to utilize this information to function as productive team members.

PROJECT VAST TRAINING PACKAGE

ACTIVITY VI

CASE STUDIES

Goal: Practice and demonstrate the process of Transitional Program Planning.

Time: 2 hours

Narration: To learn how the LITT functions while developing transitional programs, each member will have the opportunity to role play transitional planning meetings including:

1. The early planning meeting, wherein participant information is reviewed to determine if any additional information or assessments are needed
2. LITT expansion, wherein additional agencies that can provide services, the participants and their parent are added to the LITT
3. Transitional Program planning, wherein the reorganized LITT will assist the participant to establish goals for employment, independence and community participation
4. Planning the services necessary to achieve transition, wherein LITT members will be assigned roles and act out the transition process. The players will sit at a table between the other LITT members (fishbowl style). Once the LITT case study has been completed, the remaining members will provide feedback.

Materials:

Case studies (see appendix)

Process:

1. Read case study
2. Facilitator assigns roles to LITT members
3. LITT members act out transitional planning including:
    a. determining any additional assessments
    b. expanding LITT to include the participant, their parent, and any additional adult service agency representative who can provide resources to meet the participant's transitional needs
    c. establishing participant goals in the areas of employment, independence and community participation
    d. planning the transition services necessary to achieve the participant's goals
4. Nonparticipating LITT members provide feedback.
5. Repeat the process utilizing another case study and assign new members to role play the transitional planning team.

Summary: Through this activity each LITT member will learn the process of transitional planning as part of the Project VAST model.

PROJECT VAST

CASE STUDY I

LYNN

Background Information:

Lynn is a 17 year old single female, enrolled in the 10th grade general studies curriculum. She has had no vocational education classes. She has cerebral palsy, which results in poor motor coordination. She utilizes a motorized wheelchair for mobility. Her speech is labored but understandable.

Social History:

Lynn lives at home with both natural parents and two siblings. Her older sister is attending community college and her younger brother is in the eighth grade. She also has an older brother who attends college. Her parents have been actively involved in Lynn's educational needs. Her father is an assistant manager at a local bank and her mother works part-time in a catering business. The combined family income ranges from $34,000 to $37,000 per year.

Educational Information:

Lynn is in the 10th grade and enrolled in academic classes. Her grades at the end of the most recent report period are as follows:

English	A
Biology	C
Algebra	B
History	A

Physical Education	C
Art	A

Lynn has maintained average to above average grades. She utilizes a typewriter for written assignments and requires additional time to complete exams. She shows an interest in history and painting. One of her paintings received a second place ribbon in last year's student art show. She is a reporter for the student newspaper and a member of the student council.

Leisure Activities:

Lynn enjoys reading and painting. She goes with her friends to movies and bowling. During the summer months she enjoys swimming at the neighborhood pool.

Vocational History:

Lynn has never held a job but has done light bookkeeping for the catering business that employs her mother.

Independent Living:

Lynn is able to perform all personal hygiene and grooming functions independently. She is dependent on others for transportation. She is responsible for the upkeep of her room and helps whenever possible with housekeeping. Lynn can prepare her own meals.

Current Evaluation Results:

School physical therapists recommend that Lynn be fitted for a new wheelchair with a body mold to improve her posture and upper body coordination.

PROJECT VAST

CASE STUDY II

STEVE

Back Ground Information:

Steve is a 19 year old male who has moderate mental retardation. He is in the 11th grade. He is enrolled in special education classes and has taken vocational exploration classes.

Social History:

Steve lives in a house trailer with his mother, younger sister and older brother. His brother did not finish school and is currently employed as a mechanic and gas station attendant. His sister attends middle school and is enrolled in general studies classes. Steve and his siblings visit with their father once a month. Steve's mother works as a sales clerk in a local department store. The family income is approximately $17,000, which includes the child support from Steve's father and his brother's pay. Steve's mother indicates that she has trouble controlling Steve's behavior at home and that he often picks on his little sister.

Educational History:

Steve is placed in special education classes, and is mainstreamed into a regular physical education class. He has taken vocational exploration classes and has showed interest in basic shop and small engine repair. Steve is often disruptive and noncompliant in class. He has outbursts most days that last approximately ten to fifteen minutes. He requires structure and guidance to complete his assignments, and seems frustrated with school.

Leisure Activities:

Steve enjoys watching television at home. He also enjoys playing football with the other children in his neighborhood. Steve enjoys swimming and horseback riding at summer camp. Steve often goes with friends to the shopping mall to play pinball and arcade games.

Vocational History:

Steve has not had any jobs but has mowed lawns and performed other yard work for neighbors. He has also helped his brother with minor car engine repairs.

Independent Living:

Steve's personal hygiene and grooming are poor. He often attends school without bathing and in dirty clothing. His mother reports that she does not like Steve to cook because she is afraid he will burn himself. She also cleans his room.

Current Evaluation Results:

WISC-R: Verbal = 52 Performance = 58 Full Scale = 55

PIAT: Reading Recognition = 3.4 Reading Comprehension = 2.9

Math = 2 Spelling = 2.4 General Information = 4.3

Total = 3.5

PROJECT VAST

CASE STUDY III

MICHAEL

Background Information:

Michael is a 20 year old male who has low vision (legally blind) and has an emotional disability. He is enrolled in 12th grade special education classes and has had no vocational education classes. Michael has difficulty in school and is often sent home. Although Michael was taught how to use a guide cane he often needs to be guided by another person because of his fear of walking into objects.

Social History:

Michael lives at home with both natural parents and a younger brother. His older sister is married and living in another state. Michael's younger brother is enrolled in special education classes at a local elementary school. Michael's father is a self-employed consultant in the field of public relations. His mother is employed part-time as a sales clerk at a local drug store. The family income is approximately $31,000 per year. Both of Michael's parents are actively involved in the development of his IEP and educational programing. They are very concerned about Michael's welfare and future. They are troubled by their son's emotional problems.

Educational History:

Michael requires the assistance of the resource teacher to benefit from his educational program. He utilizes a hand held magnifying glass to aid in reading and requires large print textbooks. He has not learned the braille alphabet. While at school, he often appears anxious and has trouble distinguishing reality from fiction. These difficulties interfere with his ability to learn.

Leisure Activities:

Michael attends an after school program run by a local United Way Agency. While there he engages in activities such as ceramics, group outings to the park and listens to stories and music. At home Michael listens to music and recorded stories. He also likes to watch television.

Vocational History:

Michael has no work history.

Independent Living:

Michael performs most personal hygiene and grooming skills independently; however, he is unable to shave without assistance. He is not allowed to cook at home. He is responsible for cleaning his own room but does not do so. Michael is unwilling to travel independently because of his fear of walking into objects.

Current Psychological Evaluation Results:

WISC-R

Scores of May 1986 indicate intellectual functioning in the lower normal range.

WRAT Reading = 4.5 Math = 4.2

Psychological interview:

Results of a May 1986 interview with the school psychologist indicate that Michael is anxious and has difficulties distinguishing reality from fantasy. He believes that cartoon characters are real persons. He experiences anxiety when having to travel alone and when in crowded areas.

PROJECT VAST

CASE STUDY IV

DEBRA

Background Information:

Debra is a 17 year old female, enrolled in 11th grade. She receives instructional assistance from the resource teacher for the deaf. She has had no vocational education classes. Debra has a hearing loss which is partially corrected with hearing aids worn in both ears. She communicates utilizing American Sign Language. Debra is shy and does not associate with her peers.

Social History:

Debra lives with her father, step-mother and sister. Debra's sister is enrolled in 12th grade and plans on attending college next fall. Her father is an auto mechanic, and her mother works as a legal secretary. The combined family income is approximately $39,000 to $43,000 per year.

Educational History:

Debra is in the lower-normal intellectual functioning range. She has fair reading comprehension, math, writing and spelling skills. Her language and oral skills are poor. She has no involvement in school activities.

Leisure Activities:

Debra enjoys cooking, sewing and watching television. She does not have many friends, but is close to her sister. She helps her stepmother in the garden and goes on vacations with her family. (See attached Leisure Assessment.)

Vocational History:

Debra has not had any jobs but earns spending money by doing chores at home.

Independent Living:

Debra is able to perform all hygiene and grooming skills independently and has a pleasant appearance. She prepares her own meals and often cooks for the family. She keeps her own room clean and is also responsible for chores around the house. She purchases her own clothing with money she earns doing chores at home. See attached Living Skills Check List.

Current Psychological Evaluation Results:

All evaluations administered were modified for the hearing impaired. When the evaluation could not be modified, an interpreter was used.

WISC-R Results indicate intellectual functioning in the lower-normal range.

PIAT Math = 6.8 Reading Comprehension = 3.1
Reading Recognition = 6.5 Spelling = 7.2
General Information = 4.0

Vocational Assessment:

The following evaluations were administered at the local high school September 19-23, 1987.

GATB:

Test results showed average motor coordination and manual dexterity. Interest Checklist references were: (1) Business management, (2) Nursing care, (3) Child care (4) Cashier, (5) Sewing, and (6) Food service.

No occupational aptitudes were demonstrated.

Sewing:

The sewing evaluation area was completed with good results. She was able to control the standard domestic machine through the use of a foot pedal, learn the threading process and complete accurate practice samples with a minimum of supervision. Debra was able to sew a variety of seams without difficulty. She was able to perform all hand sewing task. She was able to pin and prepare a simple pattern. She was able to construct a garment without difficulty. Based on her performance, she is recommended for training in the area of Mender and Sewing machine operator.

Child Care:

Debra had some difficulty reading the thermometer. She was able to follow the procedures for giving the baby a bath. Debra demonstrated vocational potential in this area. There were some reservations about her academic skills relevant to child care competency completion.

Food Service:

Debra was able to follow simple recipes without difficulty. She was able to measure accurately. She prepared salads and beverages. Debra's performance indicates that she would be a good candidate for food service training.

Cashiering and General Office Helper:

Debra had difficulty computing the sales tax for amounts not shown on the tax chart but had no difficulty making change. She was able to use the calculator satisfactorily. The results of the Minnesota Clerical Test indicated average speed and accuracy. She also demonstrated average speed and accuracy on the number filing evaluation. She filed letters with above average accuracy. She performed below average on math skills. Debra demonstrated marginal potential for occupations in cashiering and clerical areas.

Summary:

Debra shows vocational potential in the areas of child care worker, industrial sewing machine operator and food service helper. Instructions were given in American Sign Language because of her hearing impairment. She was cooperative through the evaluation period and was prompt for appointments. Her general attitude, appearance and work behaviors were positive. She had difficulty, at times, receiving instructions but did ask for assistance when it was appropriate to do so.

PROJECT VAST

LEISURE/RECREATION/SOCIAL SKILLS ASSESSMENT

1. In what leisure, recreational and social activities does the Student currently engage? These activities could include but are not limited to: table/card games, painting, drawing, watching television, going to plays, going to sporting events, going to the movies, playing sports, swimming, bowling, jogging, collecting stamps or dolls, civic or club activities.
2. In what setting does the student engage in this activity? The setting could be at home, out of doors, at school or at a community facility.
3. With whom does the student perform this activity? The activity could be performed with family members, peers with disabilities, peers without disabilities, teachers, other professionals or independently.
4. What level of physical involvement is required of the student to perform the activity? Does the activity require no physical involvement (spectator), fine motor skills or gross motor skills?
5. How frequently does the student perform this activity? Does the student participate in this activity less than once per month, once a month, twice a month, once a week or more than once a week?

```
 VTRACK            Assessment Information Summary for                    05/13/88
Vocational Assessment
          Location                                                  Date
          Interests
          Potential
          Work Assests
          Work Deficits

          Comments

Independent Living Assessment

          Skills
          Deficits
          Community Act.

          Comments

  Reporter                Phone Number                Key Date
```

```
VTRACK                  Health Information for                         05/13/88
*--------------------   Relevant Health Information    ----------------------*

*---------------------- Medical Alert Information -------------------------*

*---------------------------   Medications   -------------------------------*

*---------  Source of Information  ----------*        Date of Examination

 Reporter                Phone Number                       Key Date
```

Participant's name Debra

Activity	Setting	Others	Physical Involvement	Frequency
Cooking	Home	Independently	Fine Motor	Twice/Week
Sewing	Home	Independently	Fine Motor	Once/Month
Watching TV	Home	Family	Passive	Daily
Gardening	Outdoors	Family/Mother	Gross Motor	Seasonal/Twice/Week

LIVING SKILLS CHECKLIST*

Student: Debra Date: 1/12/88 Completed by: BMP

Y = Yes N = No U = Unknown

PERSONAL HYGIENE/GROOMING	Y	N	U
1. Washes hands	X		
2. Washes hair	X		
3. Washes body	X		
4. Uses deodorant	X		
5. Combs/brushes hair	X		
6. Brushes teeth	X		
7. Shaves using razor (electric or straight edge)	X		
8. Cleans/clips fingernails and toenails	X		
9. (Female) Handles feminine hygiene	X		
10. Uses kleenex/handkerchief	X		
11. Wears clean clothes	X		
12. Wears clothes that fit and are in good repair	X		

HOUSEKEEPING

1. Dry mops/sweeps floor	X		
2. Wet mops floor	X		
3. Cleans bathroom	X		
4. Washes dishes a. Uses sink	X		
b. Uses dishwater	X		
5. Dries dishes	X		
6. Stores dishes/pans/utensils in proper place	X		
7. Cleans counter/table	X		

8. Disposes of garbage in garbage disposal or garbage container	X		

LAUNDRY/CLOTHING CARE	Y	N	U
1. Sorts clothes (light/white, dark/colored)	X		
2. Uses regular washer	X		
3. Uses regular dryer	X		
4. Folds/hangs clothes	X		
5. Mends clothes (buttons, hems, seams)	X		

TIME

1. Distinguishes units of time a. day/night	X		
b. morning/evening/afternoon	X		
2. Distinguishes a.m./p.m.	X		
3. Distinguishes workdays/non-workdays	X		
4. Tells time by hour and 1/2 hour	X		
5. Sets/uses alarm clock	X		
6. Arrives on time: meals, work, appointments	X		
7. Identifies date: day, month, year	X		
8. Identifies number of days in week	X		
9. Uses calendar	X		
10. Estimates amount of time to do task a. cleaning	X		
b. shopping	X		
c. cooking	X		
d. leisure activity	X		
e. shower/bath	X		
f. walk to mall	X		

NUMBERS

	Y	N	U
1. Recognizes numerals: a. 0 to 12	X		
b. above 12	X		
2. Copies numerals: a. 0 to 12	X		
b. above 12	X		
3. Counts objects: a. 0 to 12	X		
b. above 12	X		
4. Uses calculator to add, subtract, multiply, divide	X		
5. Uses measuring cups and spoons	X		
6. Uses a ruler and tape measure	X		

WRITING

1. Writes/copies full name in manuscript or cursive	X		
2. Writes/copies: a. Address	X		
b. Social Security Number	X		
c. Telephone number	X		
d. Date of birth	X		
3. Writes/copies sentences/letters	X		
4. Addresses envelope	X		
5. Mails letter	X		
6. Fills out job application		X	

MONEY

1. Gives correct coin amounts for: a. five cents	X		
b. ten cents	X		

MONEY, CONTINUED	Y	N	U
c. fifteen cents	X		
d. twenty five cents	X		
e. fifty cents	X		
2. Uses coins/coin combinations for: a. food at lunch time	X		
b. pop machine	X		
c. snack machine	X		
d. pay telephone	X		
3. Identifies/gives correct bill(s) for: a. one dollar	X		
b. five dollars	X		
c. ten dollars	X		
4. Uses concept of more than/less than	X		
5. Estimates cost of purchase			X
6. Uses checkbook		X	
7. Carries own money/Performs cash transactions/ Waits for change if necessary	X		

READING

1. Reads own name	X		
2. Reads important signs/functional words	X		
3. Reads newspaper: a. locates want ads		X	
b. uses want ads to find job		X	

PERSONAL/SOCIAL SKILLS

1. Carries identification (I.D.)	X		
2. Responds when spoken to	X		

PERSONAL/SOCIAL SKILLS, CONTINUED	Y	N	U
3. Communicates basic needs: verbally, nonverbally	X		
4. Communicates full name: verbally, using I.D. written	X		
5. Communicates address, phone number: verbally, using I.D., written	X		
6. Communicates school or place of work; verbally, using I.D., written	X		
7. Uses others' names when interacting	X		
8. Uses please, thank you, etc.	X		
9. Expresses anger in acceptable manner	X		
10. Expresses fear in acceptable manner			X
11. Expresses affection in acceptable manner: same sex, opposite sex	X		
12. Expresses dislike in acceptable manner	X		
13. Apologizes	X		
14. Initiates interactions with: a. staff	X		
b. peers		X	
c. visitors		X	
d. sales persons/waitresses	X		
15. Converses with: a. staff	X		
b. peers		X	
c. visitors		X	
16. Refrains from talking to strangers unless necessary	X		
17. Uses telephone	X		
18. Answers door in acceptable manner			X

PERSONAL/SOCIAL SKILLS, CONTINUED	Y	N	U
19. Practices acceptable manners in/at: a. restaurant			X
b. theater/spectator event			X
c. party/dance			X
d. church			X
e. doctor			X
f. dentist			X
20. Practices acceptable manners as: a. customer			X
b. guest			X
c. host			X
21. Demonstrates a complying attitude: a. follows directions from staff	X		
b. follows activity schedule	X		
c. performs duties	X		
d. works on training objectives	X		
22. Demonstrates trustworthiness: a. conduct can be trusted in unsupervised situations	X		
b. tells the truth	X		
c. takes responsibility for personal actions and decisions	X		
d. asks permission to use other's possessions/things	X		
23. Accepts/adjusts to situations that are contrary to own will or desire	X		
24. Abides by group decisions	X		
25. Accepts/adjusts to staff changes	X		

PERSONAL/SOCIAL SKILLS, CONTINUED	Y	N	U
26. Accepts/adjusts to novel situations: visitors, schedule change	X		
27. Uses acceptable table manners	X		
28. Engages in a passive activity: TV, radio, stereo, movie	X		
29. Engages in solitary game	X		
30. Engages in games with others	X		
31. Engages in hobby/craft activity	X		
32. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs	X		

FOOD PREPARATION/COOKING

1. Identifies kitchen utensils/cookware: table knife, spoon, fork, can opener, turner/spatula, sharp knife, measuring cup/spoons, scrapper, soup ladle, pot holder/mit, hot pad, napkin, cheese slicer, fry pan, saucepan, broiler pan, cake pan, pizza pan, cookie sheet, toaster	X		
2. Identifies dishes: plate, cup, cereal bowl, soup bowl, mixing bowl, glass, cup, saucer, salt/pepper shaker, sugar bowl, platter	X		
3. Identifies appliances, etc. stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer	X		

MOBILITY

1. Walks	X		
2. Rides bicycle	X		
3. Rides city bus		X	
4. Rides bus to another city		X	

MOBILITY, CONTINUED	Y	N	U
5. Gets to nearest: a. grocery store		X	
b. laundromat		X	
c. bus stop		X	
d. shopping mall	X		
e. church	X		
f. doctor/dentist office		X	
g. parental home	X		
h. friend's home		X	
6. Identifies/reads street signs	X		
7. Identifies/reads house numbers	X		
8. Identifies appropriate places to go if lost: gas station, business place, home of another		X	

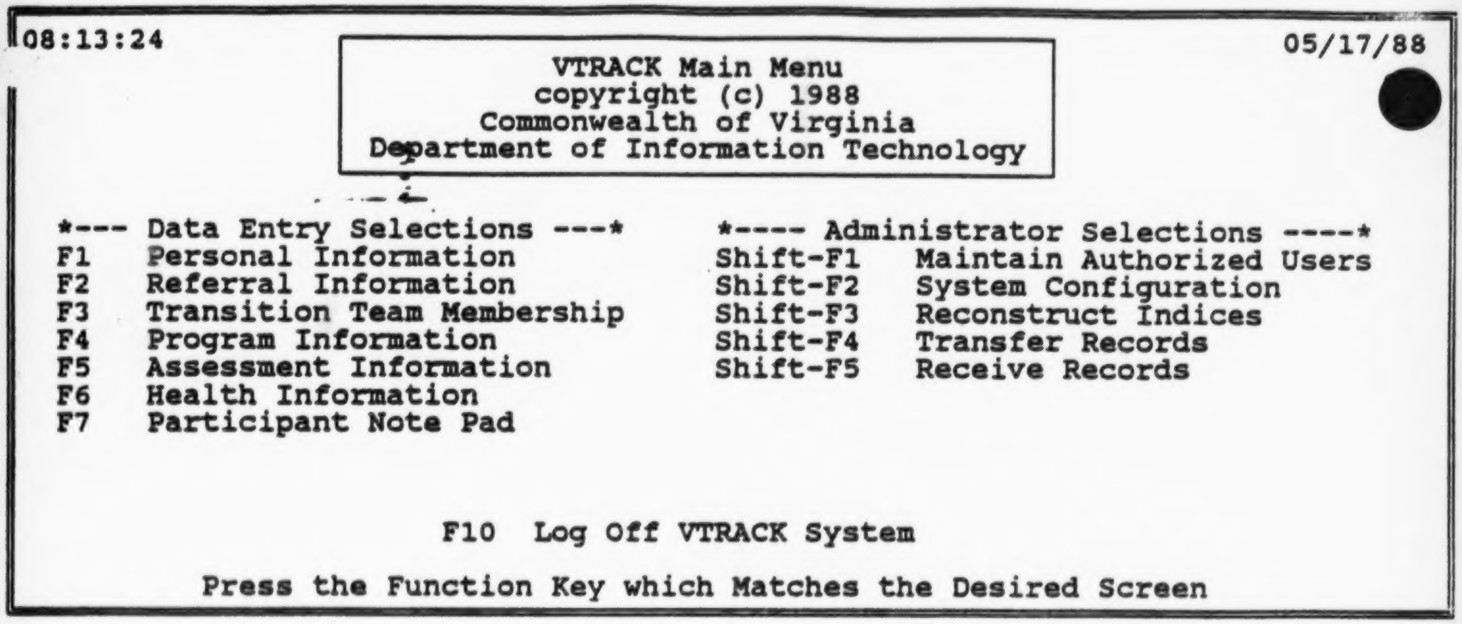
HEALTH/SAFETY

1. Treats simple health problems: a. cuts/scrapes	X		
b. slivers	X		
c. upset stomach		X	
d. cold		X	
2. Contacts another for health problems more difficult to handle a. fever	X		
b. diarrhea	X		
c. burn	X		
d. fainting spell	X		
e. seizure	X		
f. eye problems	X		

HEALTH/SAFETY, CONTINUED	Y	N	U
g. poisoning/overdose	X		
h. animal bite	X		
3. Takes medication	X		
4. Refills prescription		X	
5. Reports/handles seizures			X
6. Uses telephone to call in sick	X		
7. Recognizes importance of not combining alcohol and medication		X	
8. Has basic understanding of human sexuality/ sex education	X		
9. Follows fire drill instructions	X		
10. Follows other disaster instructions	X		
11. Wears safety goggles when operating power tools			X

COMMENTS:

* Adapted from Independent Living Evaluation - Training Program, Sioux Vocational School, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menomonie Wisconsin.



```
08:13:24                                                                05/17/88
                       VTRACK Main Menu
                      copyright (c) 1988
                   Commonwealth of Virginia
             Department of Information Technology

 *--- Data Entry Selections ---*      *---- Administrator Selections ----*
 F1   Personal Information            Shift-F1   Maintain Authorized Users
 F2   Referral Information            Shift-F2   System Configuration
 F3   Transition Team Membership      Shift-F3   Reconstruct Indices
 F4   Program Information             Shift-F4   Transfer Records
 F5   Assessment Information          Shift-F5   Receive Records
 F6   Health Information
 F7   Participant Note Pad


                        F10  Log Off VTRACK System

            Press the Function Key which Matches the Desired Screen
```

```
VTRACK                  Personal Information for                       05/13/88
     st Name               First Name      S.S. Number  Sex  Race  Marital

Street Address                City                 ST  Zip Code     Phone Number

*--- Disabilities  ---*   Sev.  Siblings  Dependants  Birth Date   Enroll Date

Parent's Last Name     First Name       Title   Home Phone ##    Work Phone #

Relative's Last Name   First Name          Relationship          Phone Number

Advisor                                 Phone Number
HS Name                                 City              ST    Zip Code
HS Address
Comments
  Reporter                     Phone Number                 Key Date
```

```
                  Participant Referral Information for
Living Arrangements  Educ. Status  Sped Placement   Grade Level   G.P.A   SAT

Educational Goals  Est. Compl. Date  Behavior  Motivation  Financial Support

   Reading              Mathematics          Spelling             Language
Level   Test Date    Level   Test Date    Level   Test Date    Level   Test Date

*----------  Current Enrollment in Vocational Education Programs  ----------
*----------------- Vocational Education Program Completions  ---------------
*---------------------------  Work Experience  ----------------------------
*-----------------------------  Comments  --------------------------------

  Reporter                     Phone Number                 Key Date
```

```
VTRACK                         Transition Program for

  **-------------------------  Goals for Participant  ------------------------*
  Voc. Ed.                                Education
  Ind Living                              Community

                                      Begin Dates   End Dates                      Plan   Cos
     Service Plan      Agency         Est    Act    Est   Act        Outcome        Est    Ac




     Comments

   Reporter                         Phone Number                      Key Date
```

```
 VTRACK                Transistion Team Membership for                     05/13/88
                 Member's Name              Agency    Begin      End     Phone Number
  1.
  2.
  3.
  4.
  5.
  6.
  7.
  8.
  9.
 10.
 11.
 12.
 13.
 14.
 15.
 16.

COMMENTS

   Reporter                         Phone Number                      Key Date
```

VTRACK Participant Note Pad Memorandum for 05/13/88

Reporter Phone Number Key Date

APPENDIX E

Project Implementation Forms

Dear

Your son/daughter has been selected to participate in Project VAST. VAST stands for Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities. The Virginia Department of Education is working in cooperation with nine other state agencies to plan for and provide the services your child will need to attain higher education or training, employment and independence after completing high school. Enclosed is a brochure containing more information about Project VAST.

You and your child will have an opportunity to meet with school personnel and representatives from community service agencies to plan for your child's future.

Information about your child will be kept confidential and shared only with those adult service agencies that you sign releases for.

If you would like your child to receive the benefit of the combined resources available through the ten agencies cooperating in Project VAST, please complete, sign and return the enclosed consent and release of information form in the enclosed self addressed stamped envelope.

Sincerely,

Enclosures

Dear (parent's name),

Congratulations! Your son/daughter (name), has been nominated by our staff to participate in Project VAST. Project VAST is a federally funded project designed to assist youth with disabilities in making the transition from high school to productive adult life. The acronym stands for "Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities". The Virginia Department of Education is working in cooperation with nine other state agencies to plan for and provide the services that your child may need in order to attain postsecondary education or training, work, and independence. The combined resources available through these adult service agencies could have a positive impact on your child's future.

We are planning an orientation meeting that will be held at (location) on (date) from ________ to ________. More information about Project VAST will be explained at the orientation meeting. Other students that have been selected to participate in Project VAST along with their parents will also be attending the meeting. If you can not attend this meeting please notify me via telephone at (phone number) by (date) so that other arrangements can be made.

We encourage your participation in the orientation meeting so that you can learn how your child will benefit from participating in Project VAST. I look forward to meeting with you on __________________.

Sincerely,

PROJECT VAST

PARENTAL CONSENT AND RELEASE OF INFORMATION FORM

I give permission for my child ____________________________________, S.S.#_____-____-______, D.O.B.____-____-____, to be enrolled in Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities Project (Project VAST), and to participate in the activities of Project VAST. I give permission to The Virginia Department of Education to share medical reports, psychological reports, social histories, financial statements, Individualized Education Programs, annual review reports, criminal and school records, behavioral assessments, physical, speech, and occupational therapy reports; and vocational, independent living and recreational evaluations concerning my child between and among the agencies and programs as indicated below, and until such time as I or my child terminates participation in Project VAST. I understand that at any time, I may revoke my consent to allow my child to participate, and/or share information about my child. I fully realize that I may be required to provide all cost for my child's postsecondary training, education or other services and resources.

Information about my child may be shared with the agencies listed below which I have designated by my initials on a need to know basis:

yes no

___ ___ Virginia Department of Education

___ ___ Virginia Department of Rehabilitative Services

___ ___ Virginia Department for the Visually Handicapped

___ ___ Virginia Department for the Deaf and Hard of Hearing

___ ___ Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services and their community service board subsidiaries and subcontractors, ____________________, area office.

___ ___ Two and Four year Colleges and Universities in Virginia, __________________________, (name of institution).

___ ___ Virginia Employment Commission, ____________________ area office.

___ ___ Job Training and Partnership Administration agencies in Virginia and their subsidiaries and subcontractors, __________________________,area office.

___ ___ The Virginia Community College System and all community colleges in Virginia, including ____________________________________, (name of institution).

PARENTAL CONSENT AND RELEASE OF INFORMATION FORM

yes no

___ ___ The demonstration project entitled, "Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities" (Project VAST) which is administered by the Virginia Department of Education.

___ ___ Virginia Department for the Rights of the Disabled.

___ ___ other ______________________________

Date	Signature of Parent of Guardian
Date	Project VAST Representative
	Title

PROJECT VAST
PARTICIPANT CONSENT AND RELEASE OF INFORMATION FORM

I ______________________________, S.S.#_____-_____-______, D.O.B.______-____-______, consent to be enrolled in Virginia's Approach To Services for Transitioning Youth and Young Adults with Disabilities Project (Project VAST), and to participate in the activities of Project VAST. In addition I give permission to the Virginia Department of Education to share medical reports, psychological reports, social histories, financial statements, Individualized Education Programs, annual review reports, criminal and school records; behavioral assessments, physical, occupational and speech therapy reports; and vocational, independent living and recreational evaluations concerning me between and among the agencies and programs as indicated below, and until such time as I terminate participation in Project VAST. I understand that at any time I may withdraw from Project VAST and revoke my permission to share information about me. I fully realize that I may be required to share cost for my postsecondary training, education or other services or resources.

Information about me may be shared with the agencies listed below which I have designated by my initials on a need to know basis:

yes no

___ ___ Virginia Department of Education

___ ___ Virginia Department of Rehabilitative Services

___ ___ Virginia Department for the Visually Handicapped

___ ___ Virginia Department for the Deaf and Hard of Hearing

___ ___ Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services and their community service board subsidiaries and subcontractors, ________________, area office.

___ ___ Two and Four Year Colleges and Universities, including ___________________________,(name of institution).

___ ___ Virginia Employment Commission, _________________ area office.

___ ___ Job Training and Partnership Administration agencies in Virginia and their subsidiaries and contractors, ___________________, area office.

___ ___ Virginia Community College System and all community colleges in Virginia, including_________________ ___________________, (name of institution).

PROJECT VAST
PARTICIPANT CONSENT AND RELEASE OF INFORMATION FORM

__ __ The demonstration project entitled, "Virginia's Approach To Services for Transitioning Youth and Young Adults with Disabilities" (Project VAST) which is administered by the Virginia Department of Education.

__ __ The Virginia Department of the Rights for the Disabled

__ __ other ____________________

I consent to have information shared with my parents as indicated:

yes no
__ __ mother ______________________________
__ __ father ______________________________

______________ Date
____________________ Signature of Participant

______________ Date
____________________ Project VAST Representative

____________________ Title

PROJECT VAST

STUDENT SELECTION

ID# __________ Age ____ Sex _____ Race ____

Family Economic Status: Low ___ Average ____ High ____

Years from Graduation ______ I.Q._________

High school diploma ______ IEP diploma _______

Grade level equivalency: reading ___ math ___ written language ___

Disability:
Primary: ____
Secondary: ____
Other: ____
Severely disabled: Yes _____ No _____

Parental Support/Involvement: Low ______ Average ______ High ______

Student Motivational Level: Low ______ Average _______ High ______

Student behavior: ____

Drop Out? Yes _____ No ______

Involved in Other Transition Projects? Yes ______ No ______

Enrolled in Special Education? Yes ______ No ______

Check Agencies That Could Possibly Provide Transitional Services:

Special Education ____	DRS ____
Vocational Education ____	VDDHH ____
Adult Education ____	DVH ____
Community Colleges ____	MHMRSAS ____
Four Year Colleges ____	VEC ____
JTPA _______	Other _______________

STUDENT SELECTION

GRADUATION:
1YR
2YR
3YR
AGE: 15
16
17
18
19
20
21
SEX: FEMALE
MALE
RACE:
CAUCASIAN
BLACK
HISPANIC
NATIVE AMERICAN
ALASKAN NATIVE
ASIAN OR
PACIFIC ISLANDER
OTHER
ECOMONIC STATUS:
HIGH
MEDIUM
LOW
NOT SPECIAL ED
DROP OUT
DISABILITY:
MR
CP
ED
LD
OI
VI
HI
MD
SI
DB
SEVERELEY DISABLED
AGENCIES MAY UTILIZE:
MHMRSAS (CSB)
DRS
DVH
ADULT ED
VCCS
4 YEAR COLL
VDDHH
JTPA
VEC

TRANSITION PROGRAM GUIDE

Name: Last ____________________ First __________________ Sex ______

Date of Birth: __/__/__ Social Security No. ___-___-___

Primary Disability _________________ Secondary Disability ______________

Name of School ____

Curriculum:

Special Education _______

Regular Education _______

Mainstreamed _______%

Vocational Education _______ training in ___________________________

____

Anticipated Date of School Exit ________ Actual Date of School Exit _____

Reason for Exit: Dropout ____ Grad ____ Completion of Program ________

Transition Team Members:

Parent/Guardian ______________________________

Representative ______________________ Agency ______________________

Representative ______________________ Agency ______________________

Representative ______________________ Agency ______________________

Representative ______________________ Agency ______________________

Representative ______________________ Agency ______________________

Other ____

Transition Team Chair ______________________________

Name ____

POSTSECONDARY GOALS

VOCATIONAL:

____ Competitive Employment with no support

____ Competitive Employment with time limited support

____ Supported Employment

____ Sheltered Employment

____ Other ______________________________

POSTSECONDARY EDUCATION/TRAINING

____ University--no special support

____ University--needs special support

____ Community College--no special support

____ Community College--special support

____ Community College--special classes/programs

____ Military

____ Vocational Training Program ________________

____ Adult Education

____ Other ______________________________

INDEPENDENT LIVING

____ Independent Living--no support services

____ Independent Living--time limited support

____ Independent Living--daily support

____ With Parents or Relatives

____ Group Home

_____ Adult Home

_____ Skilled Nursing

_____ Other ____

LEISURE/COMMUNITY PARTICIPATION

_____ Voting

_____ Utilizing Community Facilities (Such as bowling, alleys, pools, parks, library, restaurant, movie theater

_____ The Arts

_____ Sports Participant/Spectator

_____ Community Groups

_____ Service Organization; Religious Organizations

Indicate Specific Activities Below:

____

____

____

____

____

____

____

____

____

Name ______________________________

SERVICES PLANNED TO ACHIEVE GOALS

Services	Agency	Expected Date of Initiation	Expected Date of Completion	Actual Date of Initiation	Actual Date of Completion	Outcome

APPENDIX F

Glossary of Terms

Glossary of Terms

able-bodied: The preferred term for describing persons without disabilities. The word "normal" is often used as a synonym for able-bodies. However, this term should only be used to refer to statistical norms and averages (National Rehabilitation Association.)

age of eligibility: All eligible handicapped children who have not graduated from a secondary school or completed a program approved by the Board of Education and who are mentally retarded, physically handicapped, seriously emotionally disturbed, speech and language impaired, hearing impaired, visually impaired, autistic, multihandicapped, severely and profoundly handicapped, have a specific learning disability, or who are otherwise handicapped as defined by the Board of Education; who, because of such impairments, are in need of special education, whose second birthday falls on or before September 30, and who have not reached their twenty-second birthday on or before September 30 (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

audiology: (1) Identifying and evaluating children with hearing loss; (2) Determining the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the rehabilitation of hearing; (3) Selecting and fitting an appropriate aid and evaluating the effectiveness of ampliation; and (4) Counseling and guidance of pupils and parents regarding hearing loss (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

autism: A behaviorally defined syndrome; the essential features are typically manifested prior to thirty months of age and include disturbances of: (1) developmental rates and/or sequences; (2) responses to sensory stimuli; and (3) speech, language, and cognitive capacities and capacities to relate to people, events, and objects (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

blind: It is correctly used to describe a person with a total loss of vision. It is not considered appropriate for describing persons with partial vision. Such persons are more accurately described as partially sighted or with partial vision (National Rehabilitation Association.)

child: Any person who shall not have reached his/her twenty-second birthday by September 30 of the current year (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

comprehensive programs and services: Educational programs and support services which are required to provide a free appropriate educational program in the least restrictive environment to every handicapped child ages 2 to 21, inclusive, in each local school division or other public agencies responsible for providing educational services to handicapped children and youth (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

congenital disability: The correct term for describing a disability which has existed since birth. The often-used term "birth defect" is considered inappropriate when used to describe human beings (National Rehabilitation Association.)

consent: (1) The parent has been fully informed of all information relevant to the activity for which consent is sought in his or her native language, or other mode of communication; (2) the parent understands and agrees, in writing, to the carrying out of the activity for which his or her consent is sought and the consent describes that activity and lists the records (if any) which will be released and to whom; and (3) the parent understands that the granting of consent is voluntary on the part of the parent and may be revoked any time (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

counseling services: Services provided by qualified visiting teachers, social workers, psychologists, guidance counselors, or other qualified personnel (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

deaf: Correctly used to describe a person with a total hearing loss. It is not considered appropriate for describing a person with partial hearing. Such persons are more accurately described as having a (partial or severe) hearing loss or a hearing impairment (impaired) (National Rehabilitation Association.) A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

deaf-blind: Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational problems so that they cannot be accommodated in special education programs solely for deaf or blind children (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

developmental disability: Any mental and/or physical disability incurred before age 22 which is likely to continue indefinitely and results in substantial functional limitations in a combination of major life activities that will require individualized care and treatment of lifelong duration. This term includes individuals with mental retardation, cerebral palsy, autism, epilepsy, sensory impairments, birth injuries, traumatic accidents, or other disease processes which began prior to age 22 (National Rehabilitation Association.)

developmentally delayed: A child below age 5 who exhibits a significant delay in one or more of the areas of development: cognitive ability, motor skills, social/adaptive behavior, perceptual skills, and communication skills (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

direct services: Services provided to a handicapped child by the state directly, by contract, or through other arrangements (Regulations Governing

Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

disability, disabled, physical disability: These terms are preferred over "handicap(ped)" to describe a permanent, physical condition that interferes with a person's ability to do something independently—walk, see, hear, talk, dress, learn, lift, work, etc. Terms such as cripple(d), deformed, victim, sufferer, invalid, and spastic, are considered negative and demeaning and should not be used (National Rehabilitation Association).

disclosure: Permitting access or the release, transfer, or other communication of education (scholastic) records of the student or other personally identifiable information contained therein, by any means to any party. (1) Disclosure, through access, means the right to review, inspect, and copy. (2) Disclosure, through release, means the surrender of specific information, orally, in writing, or electronically, upon receipt of a valid request. (3) Disclosure, through transfer, means to surrender the entire record when transfer occurs within a local school division. It may also mean the surrender of a transcript of the record when transfer occurs between local school divisions, between local school divisions and postsecondary institutions or another educational agency or institution (Regulations Governing Special Eduction Programs for Handicapped Children and Youth in Virginia, 1985)

down's syndrome: Preferred over "mongolism(oid)" to describe a form of mental retardation involving improper chromosomal division at conception (National Rehabilitation Association.)

eligible student: A student who is 18 years of age or is attending an institution of postsecondary education. The permission or consent required of and the rights accorded to parents relative to scholastic records shall be accorded said students (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

evaluation: Procedures used to determine whether a child is handicapped and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered or procedures used with all children in a school, grade, or class (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985).

FAPE: A statutory term which requires special education and related services to be provided in accordance with an individualized education program (IEP). However, under Section 504, each recipient must provide an education which includes services that are "designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met . . . ." Those regulations state that implementation of an IEP, in accordance with Part B, is one means of meeting the "FAPE" requirement (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

federal financial assistance: Any grant, loan, contract or any other arrangement by which the U.S. Department of Education provides or otherwise makes available assistance in the form of funds, services of federal personnel, or real and personal property (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

financial aid: Payment of funds provided to an individual on a payment in kind of tangible or intangible property to an individual which is conditioned on the individual's attendance at an educational agency or institution (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

free appropriate public education (FAPE): Special education and related services which: (1) are provided at public expense, under public supervision and direction, and without charge; (2) meet the standards of the state educational agency; (3) include preschool, elementary school, secondary school, or vocational education; and (4) are provided in conformity with an individualized education program (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

handicap(ped): It is often used as a synonym for disability (disabled). However, except when citing laws or regulations, it is the less preferred term for describing a person's physical condition. It is better used to describe environmental conditions such as stairs, attitudes, or laws, etc., which inhibit a person's ability to function independently. For example, it would be correct to say, "The stairs are a handicap for her" but incorrect to say, "the handicapped child could not use the stairs" (National Rehabilitation Association.)

handicapping conditions: The term "handicapped children" means those children who are mentally retarded, hard of hearing, deaf, speech and language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, autistic, deaf/blind, severely and profoundly handicapped, multihandicapped, or have a specific learning disability, who, because of such impairments, need special education and related services (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

hard of hearing: A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

impartial hearing officer: A person, selected from a list maintained by the SEA. An impartial hearing officer must: (1) be a member of the Virginia Bar and approved by the Office of the Attorney General; (2) attend required training sessions; (3) adhere to timeliness attendant to due process hearings; (4) adhere to SEA and any other applicable due process policies and procedures; (5) be unbiased--not prejudiced for or against any party involved in the hearing; (6) be disinterested--not having any interest in the outcome; and (7) be independent--not an officer or agent of the LEA or the SEA.

NOTE: A person who otherwise qualifies to serve as a hearing officer is not an employee of the agency solely because he/she is paid by the agency to serve in this capacity (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

Individualized Education Program (IEP): A written statement for each handicapped child developed in any meeting by a representative of the LEA who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents of such child, and whenever appropriate, such child, which statement shall include: (1) a statement of the present levels of educational performance of such child; (2) a statement of annual goals, including short-term instructional objectives; (3) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs; (4) the projected date for initiation and anticipated duration of such services; and (5) appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether instructional objectives are being achieved (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

in-service training: Training other than that received by an individual in a full-time program which leads to a degree (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

Least Restrictive Environment (LRE): Educational setting for handicapped children which, to the maximum extent possible, provides for education and supplementary aids/services necessary to the handicapped child's special needs, in settings comparable to, but not separate from, those provided children who are not handicapped unless the nature or severity of the handicap requires such separation (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

Local Educational Agency (LEA): The local school division or other public agencies responsible for providing educational services to handicapped children and youth (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

mentally ill/mental disorder: Correctly used to describe a person who has lost the social and/or vocational skills necessary to function independently. Negative, demeaning terms such as mentally deranged, deviant, maniac, crazy, lunatic, and mad are considered inappropriate and should be used only in direct quotations. Terms such as neurotic, psychotic, psychopathic, and schizophrenic (describing behavior but not for people) are not appropriate since these terms describe conditions people may have, not the people themselves. For example, use "an individual with schizophrenia" not "a schizophrenic" and use "a person with an alcohol dependence" not "an alcoholic" (National Rehabilitation Association.)

mentally retarded: The preferred term for describing a person who, from birth, has developed at a rate significantly below average. Terms such as idiot, moron, mentally deficient/defective, imbecile, and feeble-minded are considered derogatory and should be used only in direct quotations when essential to the story (National Rehabilitation Association.) A significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

multihandicapped: Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

native language: It is defined by section 703(a)(2) of the Bilingual Education Act which provides as follows: The term "native language" when used with reference to a person of limited English-speaking ability, means the language normally used by that person, or in the case of a child, the language normally used by the parents of the child (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

occupational therapy: It is improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation. It is improving the ability to perform tasks for independent functioning when functioning when functions are impaired or lost. It is preventing, through early intervention, initial or further impairment or loss of function (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

orthopedically impaired: A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.) impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contracture) (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

other health impaired: It means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

parent: A parent, guardian, or an individual acting as a parent in the absence of a parental guardian. The term "parent" means either parent, unless the LEA has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as divorce, separation, or custody which mother or father, the adoptive mother or father, or the legally appointed guardian or committee has custody of the child. The term "parent" also means a surrogate parent appointed pursuant to provisions set forth in Regulations. A child 18 years or older may assert any rights under these regulations in his/her own name (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

158

parent counseling and training: Assisting parents in understanding the special needs of their child and providing parents with information about child development (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

participating agency: Any agency or institution which collects, maintains, or uses personally identifiable information or from which information is obtained (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

person who cannot speak: It is the preferred term for describing a person who is unable to speak at all. Terms such as "deaf-mute" and "deaf and dumb" are considered degrading and imply that persons without speech are also deaf which may not necessarily be true (National Rehabilitation Association.)

personally identifiable data: It is (1) the name of a child, the child's parent, or other family member; (2) the address of the child; (3) a personal identifier such as the child's social security number or student number; (4) a list of personal characteristics which would make it possible to identify the child with reasonable certainty; or (5) other information which would permit reasonably certain identification of the child (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

physical education: It is defined as follows: (1) the term means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (2) the term includes special physical education, adapted physical education, movement education, and motor development (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

physical therapy: Services provided by a qualified physical therapist upon medical referral and direction; and includes the evaluation, testing, treatment, reeducation and rehabilitation by physical, mechanical, or electronic measures and procedures of individuals who because of trauma, disease or birth defect present physical and/or emotional disorders. The term "physical therapy" does not include the use of Roentgen rays and radium for diagnostic or therapeutic purposes or the use of electricity for shock therapy and surgical purposes, including cauterization (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

placement change: It is the change in a child's academic offerings from general to special education and vice versa, and the change in the physical setting where a child's special education program is offered (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

program change: Any change in the way special education services are provided to a child as determined by the child's individualized education program (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

psychological services: It includes (1) administering psychological and educational tests and other assessment procedures; (2) interpreting assessment results; (3) obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (4) consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and, (5) planning and managing a program of psychological services, including psychological counseling for children and parents (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

public agency: It includes the state educational agency, local educational agencies, intermediate educational units, and any other public agencies which are responsible for providing education to handicapped children (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

public expense: It means that a required educational and evaluation service is provided at no cost to the parent (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

recipient: It means any state or other political subdivision, any public or private agency, institution, organization, or other entity, or any person to which public financial assistance is extended directly or through another recipient (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

recreation: It includes (1) assessment of leisure function; (2) therapeutic recreation services; (3) recreation program in schools and community agencies; and (4) leisure education (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

related services: Transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools and parent counseling and training.

Senate Report No. 94-168 provides a definition of "related services," making clear that all such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions and the provision of services to minimize the effects of such conditions.

The list or related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual states. For example, counseling services might be provided by social workers, psychologists, or guidance counselors, and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon state standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

School Health Services: Services provided by a qualified school nurse or other qualified person (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

Screening: Those processes which are used routinely with all children to help determine educational strengths and weaknesses (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

Section 504: That section of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

seizure: Correctly used to describe an involuntary muscular contraction symptomatic of the brain disorder, epilepsy. The term "convulsion" should be reserved for the more dramatic type of seizure involving contractions of the entire body. Although the term "fit" can be found in the dictionary and may be commonly used by the medical profession in other countries, it is considered inappropriate because it connotes mental derangement, willful emotional outbursts or loss of emotional control (National Rehabilitation Association.)

seriously emotionally disturbed: It is defined as follows: (1) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree which adversely affects educational performance: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depressions; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems; (2) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

severely and profoundly handicapped: It is defined as follows: (1) The term includes individuals who: (a) have primary disabilities that severely impair cognitive and/or adaptive skills and life functioning; (b) may have associated severe behavior problems; (c) may have the high probability of additional physical and/or sensory handicaps; and (d) do require significantly more educational resources than are provided for the mildly and moderately handicapped in special education programs; (2) Specifically included are: (a) individuals diagnosed as severely and profoundly mentally retarded; and/or (b) individuals who exhibit two or more severe handicaps, i.e., physical, sensory, behavioral. NOTE: The term does not, however, include individuals of normal intelligence who are orthopedically and other health impaired regardless of the number of related support services they require (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

sociological services: (Visiting Teacher/School Social Worker) include: (1) Preparing a social or developmental history on a handicapped child; (2) Group and individual counseling with the child and family; (3) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and (4) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

spastic: It is correctly used to describe a muscle with sudden abnormal involuntary spasms. It is not appropriate for describing a person with cerebral palsy--muscles are spastic, not people (National Rehabilitation Association.)

special: It is incorrectly used to describe that which is different or uncommon about any person. However, except when citing laws or regulations, it is considered condescending to use this term to describe persons with disabilities in general (National Rehabilitation Association.)

special education: Specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, if the service consists of specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child. The term also includes vocational education if it consists of specially designed instruction at no cost to the parent, to meet the unique needs of a handicapped child. The terms in this definition are defined as follows: (1) At no cost means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to nonhandicapped students or their parents as a part of the regular education program; (2) Physical education means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports.) The term includes special physical education, adaptive physical education, movement education, and motor development. vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. The definition of special education is a particularly important one under these regulations since a child is not handicapped unless he or she needs special education. The definition of related services also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no related services and the child (because not "handicapped") is not covered under the Act (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

specific learning disability: It is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations which adversely affects the child's educational performance. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

It is a disorder in the ability to learn effectively in respect to one's own potential when presented with an appropriate, regular instructional environment. This does not include persons with vision, hearing, or motor impairment, those with mental retardation or emotional disturbance, or persons who are environmentally, culturally, or economically disadvantaged. The term specific learning disability is preferred over the more general term, learning disability because it emphasizes that the disability effects only one or two areas of learning (National Rehabilitation Association.)

speech and language impaired: A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

speech impaired: It is correctly used to describe persons with limited or different speech patterns (National Rehabilitation Association.)

surrogate parent: A person appointed in accordance with procedures set forth to provide children who are in legal or physical custody of the state, or whose parents are not known or are unavailable, with the protection of procedural safeguards (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

testing: Individual evaluation procedures (formal testing and assessment) to determine initial or continued eligibility for special education services (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

visually handicapped: A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children (Regulation Governing Special Education Program for Handicapped Children and Youth in Virginia, 1985.)

vocational education: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. This definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Public Law 94-492. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

ward of the state: All parental rights and responsibilities for the care and custody of a child have been terminated by Court order and the child has been placed in the care and custody of the State (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1985.)

APPENDIX G

Guidelines for Writing and Reporting About Persons with Disabilities

GUIDELINES FOR WRITING AND REPORTING ABOUT PERSONS WITH DISABILITIES

The following points are issues to consider when portraying or writing about individuals with disabilities:

a. Only make reference to a person's disability when it is important to the story.

b. Avoid using adjectives as nouns as in: "the disabled, the deaf, the blind, a cripple, a retard/retardate, a victim, an arthritic, a spastic." It is more acceptable to say, "people who are deaf" or "person who has had polio," "persons with disabilities."

c. Where possible, emphasize the importance of the individual rather than the disability by saying, "person" or "individual" before describing the disability. For example, say, "persons (those) with disabilities" or "people who are deaf" rather than "disabled persons" or "deaf people."

d. Avoid using descriptions such as unfortunate, pitiful, poor and other such value-laden words. When possible, use descriptions which emphasize a person's abilities such as: "uses a wheelchair/braces" rather than, "confined to a wheelchair" (a wheelchair enables mobility, without it, the person is confined to a bed.)

e. Do not sensationalize the onset or effects of a disability with phrases as: afflicted with...suffering from. It is more acceptable to say, "the person has (had), the person has experienced, a person with."

f. Qualifying statements such as, "He uses a wheelchair but seems to be very bright" are demeaning and imply that the attribute is exceptional.

g. Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease nor is the person necessarily chronically ill.

h. Avoid pejorative implications of disability-related words when used in commonly accepted metaphors (Wright, 1984). For example, alternatives for "blind faith" should be "unquestioning faith," "blind rage" should be "furious undirected rage."

REFERENCES

Harris, L. & Associates, Inc. (1986). The ICD survey of disabled Americans: Bringing disabled Americans into the mainstream: A nationwide survey of 1,000 disabled people. New York: Authors.

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). Factors associated with employment status of handicapped youth exiting high school from 1979-1983. Exceptional Children, 51, 455-469.

Mithaug, D. E., Horiuchi, C. N., and Fanning, P. N. (1985). A report on the Colorado statewide follow-up survey of special education students. Exceptional Children, 51, 397-404.

National Rehabilitation Association. NRA Initiates Campaign for Language Awareness. Research and Training and Independent Living Center, University of Kansas.

Poole, D., Cook, A., & deFur, S. (1987). Status study of transitional services for disabled youth in Virginia. Richmond, VA: Virginia's Integrated Transition Approach Through Leadership (VITAL) Team.

State Special Education Advisory Committee and Virginia Council on Vocational Education. (1987). Survey to identify vocational education programs and services for handicapped students in the public schools of Virginia. Richmond, VA: Virginia Department of Education.

Tindall, L. W., Gugerty, J. & Dougherty, B. (1985). Partnership in business & education: Helping handicapped students become a part of the Job Training Partnership Act. Madison, WI: University of Wisconsin, Vocational Studies Center.

Virginia Department of Education. 1985. Regulations governing special education programs for handicapped children and youth in Virginia. Richmond, VA.

Virginia Department of Education. 1988. Virginia Public School Division Special Education statistics (Part 1, Identified Students). Richmond, VA.

Virginia Department of Education. 1988. Report of: A) handicapped children and youth exiting the educational system (1986-87 school year) and B) anticipated services needed by these handicapped children and youth (1987-88 school year). Richmond, VA.

VA. Code. Section 2.1-700 (IACC) (1986).

Will, M., (1984b). OSERS programming for the transition of youth with disabilities: Bridges from school to working life. Washington, DC: Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No. ED 256 132)

Index

Able-bodied: 145
Academic Advisement: 65
Academic Common Market 55
Accessibility: 65
Accommodation: 66
Acute/Intensive Psychiatric or Substance Abuse Services: 49
Adult Basic Education (ABE) 40
Adult Developmental/Activity Center/Developmental Day Programs 51
Adult Education 40
Adult literacy activities 41
Advocacy: 83
Affirmative Action 56
Agricultural Education 37
Allied Training 47
Allowable services 69
Alternative Day Support Arrangements 51
Aptitude testing: 72
Audiology: 145
Autism: 145
Background Information: 108, 111, 113, 116
Blind: 145
Board of Education 32
Business Education 37
Career ladder 26
Career Seminar: 80
Case Management 50
CASE STUDIES 106
Cashiering and General Office Helper: 119
Center for Independent Living 46
Certificates of high school equivalency 70
Child Care: 118
Child: 145
Choice/Change Seminars: 73
Client tracking 29
Closure 27
Co-Curricular Activities: 62
College Scholarship Assistance Program 57
College Transfer Education: 60
Colorado follow-up 3
Communication Services 46
Community Resources: 65
Congenital disability: 146
Consent: 146
Continuing Adult Education: 60
Costs of services 29
Council Notes 57
Council Programs and Activities 55
Council Publications 57
Counseling and guidance 94

Counseling and psychological services 45
Counseling and testing 74
Counseling services: 146
Counseling: 61
Current Evaluation Results: 110, 112
Current Psychological Evaluation Results: 114, 117
Customized training 70
Day Support Services: 50
Day Treatment/Partial Hospitalization 50
Deaf persons 82
Deaf Project 46
Deaf: 146
Deaf-blind: 146
Deaf/hard of hearing people 82
Demonstration site 28
Development of job openings 70
Developmental disability: 146
Developmentally delayed: 146
Direct services: 146
Directory of Undergraduate Degree Program at Virginia Colleges 57
Disability groups 22
Disability, disabled, physical disability: 147
Disclosure: 147
Dislocated Worker Programs 72
Disseminating information on program activities to employers 70
Domiciliary Care 52
Down's syndrome: Preferred over "mongolism(oid)" to describe 147
Drop-out 22
Duplication of services 27
Early Intervention - These activities are intended to improve 53
Eastern Shore Tuition Assistance Program aids Virginia's Easte 57
Economically disadvantaged 68
Education for Economic Security Act 55
Education Services: Visually handicapped 79
Education-to-work transition activities 70
Educational History: 111, 113, 116
Educational Information: 108
EEP: The Education to Employment Project 5
Eligibility 32, 37, 40, 42, 48, 59, 68, 72, 75, 82
Eligible student: 147
Emergency Services: 48
Eminent Scholars Program 55
Employability 25
Employability Training: 73
Employment generating activities 70
Evaluation of vocational rehabilitation potential 94
Evaluation: 147
Exemplary youth programs 70
Extended Rehabilitation: 49
Extended Sheltered Employment or Work Activity 50
Fact Book on Higher Education in Virginia 57
FAPE: 147

Feasibility (Reasonable Expectation) 77
Federal financial assistance: 147
Financial Aid 57
Financial Aid Information Brochures 57
Financial aid: 148
Follow-up procedures 27
Follow-up services 70
Free appropriate public education 34
Functioning abilities 22
Funds for Excellence 55
Funds for Excellence Sub-program 56
Gainful homebound work 78
GATB: 118
General Education Development (GED) testing 41
General Education: 60
Glossary of Terms 145
Goal for independence 26
Goal of Project VAST 14
Group Homes/Halfway Houses 51
Guidance and counseling 43
Handicap(ped): 148
Handicapped 37
Handicapped child 33
Handicapping conditions: 148
Hard of hearing persons 82
Hard of hearing: 148
Harris and Associates 2
Hasazi 159
Head Trauma Program 46
Head Trauma Program: 44
Health Occupations Education 38
Higher Education Equipment Trust Fund 55
Higher Education Studies 57
Home Economics Education 38
Homemaker 77
IACC 4, 9, 87
IEP 25
Impartial hearing officer: 148
In-service training: 149
Independent Living Evaluation 130
Independent living services 94
Independent Living Services: 45
Independent Living: 109, 114, 117
Individual Transition Teams 24
Individualized education program (IEP) 25
Individualized Education Program (IEP): 149
Information and Referral Services 83
Inpatient Services: Mental health, mental retardation 49
Institutional skill training 69
Instructional Materials and Resource Center: 79
Intake Process 41, 47, 63, 71, 74, 80
Intensive Treatment or Intermediate Care Programs 51

Interagency Coordinating Council 4
Intermediate Care Facility/Geriatric: 49
Intermediate Care Facility/Mentally Retarded: 49
Interpreters 83
Interpreter and note-taking services for the deaf 43
Interpreter services and note-taking services for the deaf 95
Interpreter Services: 83
IWRP 27
Job counseling 69
Job development 70, 74
Job follow-up services 43
Job placement 73
Job referral/job placement: 72
Job search assistance 69
Job Seeking Skills Program: Throughout most of Virginia 45
Job Training Partnership Administration 68
Lead agency 25
Lead Agency Transfer 29
Least Restrictive Environment (LRE): 149
Legal guardians(s) 23
Legislative and Program Evaluation: 83
Leisure Activities: 109, 112, 114, 116
Letter to parent(s) 23
Literacy training and bilingual training 70
LITT 19
LITT Member Identification 20
LITT Training 20
Local Educational Agency (LEA): 149
Local Interagency Transition Teams 19
Local special education advisory board 21
Low Vision Services: 78
Maintenance and transportation 43
Medical Facilities: 65
Medical specialties, including physical, neurology, internal 45
Medical/Surgical: 49
Mentally ill/mental disorder: 149
Mentally retarded: 149
Mithaug 159
Model 19
Monitoring 28
Monitoring/Client Tracking 28
Multihandicapped: 150
Native language: 150
Needs-based payments 70
Night blindness 76
Occupational goal 26
Occupational Placement Service: 62
Occupational Therapy 46
Occupational therapy: 150
Occupational-Technical Education: 60
On Line (news letter) 57
On-site industry-specific training programs 70

171

On-the-job training 69
Orientation: Each new student admitted to a community college 61
Orthopedically impaired: 150
OSERS programming for the transition of youth 159
Other health impaired: 150
Outpatient and Case Management Services: 50
Outpatient evaluations, therapy, treatment, and mobile visits 46
Outpatient services 50
Outreach 69
Outreach: 84
OVERVIEW OF PROJECT VAST 99
Parent counseling and training: 151
Parent: 150
Parental consent 23
PARTICIPANT CONSENT AND RELEASE OF INFORMATION FORM 136, 137
Participant Identification and Selection 22
Participant Selection 23
Participant/Parent Recruitment 23
Participating agency: 151
Person who cannot speak: 151
Personally identifiable data: 151
Physical and mental restoration services 94
Physical education: 151
Physical Therapy 46
Physical therapy: 151
PIC 69
Placement change: 151
Placement in suitable employment: Job placement 94
Poole 159
Post-employment services 94
Postsecondary Education/Rehabilitation Transition 5
POSTSECONDARY EDUCATION/TRAINING 141
POSTSECONDARY GOALS 141
Pre-apprenticeship programs 70
Pre-employment services 73
Pre-Vocational Services 46
Preparatory Programs: 61
Prevention and Early Intervention Services: 52
Primary Care - Substance abuse rehabilitation services 51
Primary Services 78
Private Industry Council (PIC) 69
Problem Solving/Mediation Procedures 29
Procedures for Acquiring Interpreter Services 84
Proficiency testing - clerical fields: 72
Program change: 151
Programs of advanced career training 69
Project PERT 5, 89
Project PLACEMENT 5, 91
Project Reports 28
Project STEER: Project STEER (Stimulate Transition to Employm 80
Project TIE: Transition into Employment 5
PROJECT VAST TRAINING PACKAGE 96, 97, 99, 100, 102, 104, 106

Virginian Registry of Interpreters 83
Psychological interview: 114
Psychological services: 152
PHILOSOPHY GAME 102
Project Advisory Committee 16
Rehabilitation - Programs for mentally ill 50
Public agency: 152
Public expense: 152
Public Law 98-199, 1
Reader services, rehabilitation teaching services 95
Recipient: 152
Recreation: 152
REFERENCES 159
Referral to service agencies 74
Referrals to DRS for VEC applicants with disabilities 73
Regional Grants and Contracts 55
Rehabilitation Engineer and Adaptive Equipment Specialist 46
Rehabilitation Engineering Services: 44
Rehabilitation Nursing services 46
Rehabilitation Research & Training Center 5
Rehabilitation Teaching Services: 78
Related Services 35
Related services: Transportation 152
Remedial education and basic skills training 69
Representative Agency 140
Residence Requirements 60
Residential Respite/Emergency Shelter 52
Residential services 95
Residential Services: 51
Residential vs Commuting Problems: 65
Rights of handicapped persons 34
RRTC 5
School Health Services: 153
Screening procedures 34
Screening: 153
SDA 69
Section 504: That section of the Rehabilitation Act of 1973 153
Seizure: 153
Seriously emotionally disturbed: 153
Service Delivery Area (SDA) 69
Services for the Deaf and Hearing Impaired: 44
Services to members of a handicapped individual's family 94
Severe handicaps 154
Severely and profoundly handicapped: 153
Skilled Nursing: 49
Social History: 108, 111, 113, 116
Social Services: 78
Socioeconomic background 22
Sociological services: 154
Special education 5, 32
Special education: 154
Special Programs 38

Special Programs Eligibility 37
Special Services 73, 79
Special Student Services: 63
Special: 154
Specialized Programs and Services 44
Specialized Regional and Community Services: 61
Specialized surveys 69
Specific learning disability: 155
Speech and language impaired: 155
Speech impaired: 155
Sponsored Placements 52
Standardized reports 28
State Council of Higher Education for Virginia 54
State Interagency Transition Task Force (SITT) 16
State Special Education Advisory Committee (SSEAC) 11
State System of Supportive Employment 5
Status Study 159
Status Study of Transitional Services for Disabled Youth 9
Strength Deployment Inventory for each LITT member 104
Student Development Services 61
Student Financial Aid: 62
Student Follow-Up: 62
STUDENT SELECTION 138, 139
Summer Adjustment Program: 80
Summer Program for Undergraduates 56
Supervised Apartments - Programs operated or contracted by CSB 52
Supported employment services 43
Supported Living Arrangements - Innovative residential 52
Supported or Transitional Employment 51
Supportive services 70
Surrogate parent: 155
Survey to identify vocational education 159
Survey to Identify Vocational Education Programs and Services 11
Targeted Jobs Tax Credit (TJTC): VEC 73
TEAM BUILDING 104
Team chair 27
Technology Education 38
Telecommunications, sensory and other technological aids 95
Testing: A comprehensive testing program 61
Testing: Individual evaluation procedures 155
The Adult High School Diploma Program 41
The Americanization Instructional Program 41
The English as a Second Language (ESL) 41
The General Education Development (GED) 40
The Governor's Employment and Training Department 68
The ICD survey of disabled Americans: 159
The Written Transition Program 27
Therapeutic Community 51
Tindall 159
Tracking system 29
Trade and Industrial Education 38
Training and Technical Assistance: 83

Training programs operated by the private sector 69
Transfer Counseling: 62
Transfer of lead agency responsibility 27, 29
Transition Planning 25
Transition program 27
TRANSITION PROGRAM GUIDE 140
Transition team 26
Transitional employment services 94
Transitional objectives 26
Transitional Service Implementation 28
Transportation 35
Transportation 94
Upgrading and retraining 70
VAST Tracking system 29
VAST Tracking System 17
VAST Resource System 17
VCCS Colleges with Special Services Projects 67
VDDHH 82
Vending Facilities: Blind and visually handicapped 79
Veterans Assistance: 63
Veterans Service 72
Virginia Community College System 59
Virginia Department for the Deaf and Hard of Hearing 82
Virginia Department for the Visually Handicapped 75
Virginia Department of Education 32
Virginia Department of Mental Health, Mental 48
Virginia Department of Rehabilitative Services 42
Virginia Employment Commission 72
Virginia Council on Vocational Education (VCVE) 11
Virginia Industries for the Blind 79
Virginia Plan 58
Virginia Public School Division 159
Virginia Rehabilitation Center for the Blind: 79
Virginia Scholars Program 57
Virginia Spinal Cord Injury System 46
Virginia Student Transition Program 56
Virginia Transfer Grant Program 56
Virginia View 58
Virginia's Integrated Transition Approach Through Leadership 5
Visually handicapped: 155
Vita Bank 56
VITAL 5, 9, 88
Vocational and other training services 94
Vocational Assessment: 117
Vocational Education 36
Vocational education: 155
Vocational evaluation 43
Vocational exploration 70
Vocational History: 109, 114, 117
Vocational rehabilitative services 42
Vocational special program 38
Vocational Training 46

Volunteer Services: 78
Ward of the state: 156
Will, M. 159
Woodrow Wilson Rehabilitation Center: 45
Work experience 70
Work habits 69